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Creating an Environmental Center for Instructional Learning: A Case Study and Evaluation

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CREATING AN ENVIRONMENTAL CENTER FOR
INSTRUCTIONAL LEARNING
A CASE STUDY AND EVALUATION

A FIELD PROJECT TITLE PROPOSAL
PRESENTED TO THE
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND THE
FACULTY OF THE GRADUATE COLLEGE
UNIVERSITY OF NEBRASKA AT OMAHA

IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE
SPECIALIST IN EDUCATION

BY

BETTY J. GRAY

NOVEMBER, 1972

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Accepted for the Faculty of the Graduate College of
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of the requirements for the degree Specialist in Education.

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Chapter 1

INTRODUCTION

This is a case study and evaluation of one elementary school in Bellevue, Nebraska, and the interaction of the school and staff with parent involvement in the area of curriculum.

The Superintendent and the Bellevue Board of Education encourages and allows each building unit staff to exercise a wide degree of freedom in searching for new and better ways to improve their program.

With this in mind, on July of 1970 Phase I (Exhibit 1)* of a program that was later to evolve into CECIL-Creating An Environmental Center For Instructional Learning, was presented to the Superintendent and the Bellevue Board of Education for their approval. Reactions to the announcements were favorable. The purpose of Phase I, the LeMay Elementary Community Involvement program, was to have more and better school-community participation and communication by involving parents in school activities.

A second phase evolved out of the Community Involvement Program when students, teachers, and parents showed increasing interest in further involvement. In March of 1971

*Exhibits to be included in final field project paper.

Phase II, CECIL-Creating An Environmental Center For Instructional Learning, was accepted as a project development plan for LeMay Elementary.

Through this program, the philosophy of the Bellevue Public Schools (Exhibit 2) and the system's eleven commitments (Exhibit 3) would be strengthened. At the same time the program would exercise its freedom to try new and old innovated ideas in the curriculum.

CECIL provides children of all grades (K-6) opportunities in woodworking, ceramics, knitting, sewing, baby sitting, languages, sports and others. These mini-classes are taught by volunteer parents during the day or night. By creating a flexible learning environment involving parents, teachers and students in all aspects of learning, LeMay is attempting to make education more relevant to everyday life.

I. The Problem

Statement of the problem. At LeMay the parent instructors are active. Reports and comments indicate that everyone seems to profit: the community, the school, the volunteers, the teachers, the administrative staff and the students. The reports and comments have been positive. However, evidence is needed to indicate whether or not the program's main objectives are being met.

LeMay Elementary School must not only be prepared to try new ideas and procedures, but also to evaluate objectively the value of their efforts. Therefore, the purpose of this paper is to evaluate CECIL to see if it is meeting the following objectives:

1. Providing children with new interest areas.
2. Allowing children to find success in areas unrelated to academia with the subpremise that success in one area can lead to interest and success in areas previously met by failure.
3. Utilizing community strengths otherwise unused.
4. Encouraging communication and interaction between school and community.

Hypothesis.

1. If you can give children new modes of finding success within school curriculum, students will exhibit and experience increased well being and success in already existing academic areas.
2. Previously untapped sources of experience and knowledge within the community can be brought into the school and utilized by both student and teacher (while at the same time creating a bond between these two entities of our society--the school and the community).

Significance of the study. Knowledge, industrialization and technology are accelerating with such energy and power that modifications of school design, materials and curriculum programs are often caught in a state of confusion. The problems become evident as the changes occur. Many educational practices of unevaluated innovated programs are being introduced before people involved are ready.

LeMay Elementary has large, modern classrooms, fine

equipment, an abundance of materials and a well qualified group of human resources. This in itself does not necessarily guarantee best results for children. Beliefs, attitudes and values are important. All people involved must be able to perceive themselves in relationship to each other and apply this to real learning situations. LeMay needs to know if its objectives and goals are being met.

II. Definition Of Terms Used

To help with clarification with the terms used in the study, the following are defined:

CECIL - Creating An Environmental Center For Instructional Learning.

Mini Classes - Small motivational and interest classes taught for a half hour to an hour one day a week for around six weeks.

Parent Instructors - Mothers and Dads who have time and an interest in children. These parents work in a field in which they have a skill or an interest.

Community - Those people who have children at LeMay or who live in the attendance area and have an interest in school affairs.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

"The purpose of environmental control is the increase of life for the human organism-the elimination of waste in metabolism. This expressed in an increasing surplus of human energy which is released from drudgery and the destructive forces of an uncontrolled environment and becomes available for the promotion of human culture."¹

This article appeared thirty-six years ago. If we are to believe that the learning process is a way to the development of the future, we must continue to find ways to measure and evaluate the environment of the schools.

The related literature researched by the writer revealed little as to the kinds of environment that are most beneficial to students in school. Most of the research reveals that the environment can be changed, but in doing so is in turn likely to affect the behaviour of those involved.

¹Holm and Larson, "Design For Environmental Control". Architectural Record, (August, 1936) pp. 157-9.

The rate at which changes are occurring in technology and knowledge far surpasses the needs of the students and his classroom environment. An environmental center based upon experiences which are real and meaningful can be found by using the community resources, human and natural. Such a center should be an exciting, worthwhile challenge continually demanding the creative energies of those people involved.

New Demands

Pressures are being felt in our schools to take a closer look at why the educators are failing to make their curriculum real. The student uprisings at many of the universities would indicate that most of the pressures might be coming from students themselves. More programs pertaining to the community, some experimental, some not so experimental, are springing up around the country. The idea that the community can become a workable laboratory to help educators put emphasis on relevance in their schools is becoming relevant itself.

Croft's Professional Report raises some interesting questions which everyone in education should consider.

- How much of what a student learns in school actually helps him solve the problems he faces in real life?
- How much information can a student be expected to accumulate without seeing how and where that information can be practically applied?
- Exactly how broad can a student's-or a teacher's-views be when they are confined to the limited environment of the classroom?

-Is the school curriculum as we know it really "relevant", or is it really-given the rapidity with which our culture is growing, changing, diversifying-falling hopelessly behind in equipping children for the challenging world which they will surely face years from now?

-And finally, could it be that the teacher, even more than the student, is being put at a disadvantage by having to operate in the restricted atmosphere of the classroom? Is he depriving himself, as well as his students, of a wider range of learning opportunities which might, if explored, help him do his job more effectively?²

New demands for parental involvement began to arise from the Elementary and Secondary Act, the Economic Opportunity Act, and others that came from them.

Greater attention came to be focused on getting parents involved when it was found that while students made gains in learning in the new ESEA projects, these gains were often nullified at home by alienated or indifferent parents, some of whom feared and distrusted the schools.³

²Professional Report, "The Community As A Learning Resource". A component of the Croft Teachers Professional Development Service (Croft Educational Services, April 1971).

³Oldham, N. & Reyburn, J., School & Home: Renewing A Partnership (Croft Educational Services, 1971).

Professor James Luther Adams, Emeritus Professor of Social Ethics at Harvard, said that "the voluntary association is a means for the institutionalization of gradual revolution." Change has to take place in attitudes, in priorities, in moral values and ultimately also in practical programs. Volunteers can take the lead in the education system.⁴

The school's capacity to teach is limited by the child's capacity to learn. The child's handicaps of ill health, physical defects, emotional tensions, poor environment, and other things are barriers. If learning inhibitions are to be removed, the help of home-school cooperation is imperative.

Every phase of the educational process is under demand to evaluate its present system. Laurence Haskew listed ten implications which best contribute to competent, responsive and responsible education. His ninth implication stresses the need for community involvement. "The programs and curriculums of schools should be decidedly improved and expanded in the provisions they make for content which is community producing."⁵

McGreeney further shows that the stress is upon the need for positive action of a new kind beyond the traditionally

⁴Stein, Hannah, "Volunteers As Change Agents", Adult Leadership, Vol. 20 #3 (September 1971), p. 93.

⁵Hashew, Lawrence, "Another Perspective". Implications For Education Of Prospective Changes In Society, ed. E. L. Morphet (New York; Citation Press, 1967), p. 24.

accepted methods of providing opportunities for contact between home and school. If heads and their staffs can be persuaded to utilize the already widespread interest in education, this might prove to be a most economical means of raising the level of children's attainment generally.⁶

Community As A Learning Resource

Since educators are coming under increasing fire from many different sources to make their programs relevant, many are looking toward the possibility of making fuller use of the local community.

- An emphasis on learning-not teaching-based on the uniqueness of each child.
- The teacher as an "enabler" who finds a variety of ways to help children learn.
- The community as a vital participant in shaping the educational system.
- The administrator as a "broker of alternatives"-- providing real choices for the community, the teacher, the pupil.⁷

These are the ingredients of a "new center" position on the battleground of education held by Harvey Scribner, Chancellor of the New York school system.

Scribner's answer to parent dissatisfaction with educa-

⁶McGreeney, Patrick, Parents Are Welcome, (Great Britain: Gongmans, Green and Co. Ltd., 1969), p. 35.

⁷Vermont State Department, Vermont Design For Education. (Vermont State Department of Education: 1970).

tion: Get them involved in working with children and in making real choices about the nature of the educational system.⁸

Patrick Distasio describes some objectives for developing a community center. "Objectives of a center for community development would be to: Determine the adequacy of existing community-oriented programs; involve more people in existing programs, have a trial run of experimental programs before making institutional changes, improve feedback from citizens and teachers to insure relevancy of new programs and develop organizational structure and administrative procedure for implementing these programs."⁹

The concept of a community dates back to antiquity when man first began to live in tribal or family groupings. By banding together, man found that he could better provide himself with food, shelter, clothing, protection and companionship.

Lotz today describes the development of a community as a wide range of local and national programs dealing in some way with the improvement of the general quality of life of the communities.¹⁰

⁸Vermont State Department, Vermont Design For Education. (Vermont State Department of Education: 1970).

⁹Distasio, Patrick & Greenberg, Barry. "Community Services: A Center For Community Development." American Association of Junior Colleges. (Washington, D. C.: 1969).

¹⁰Lotz, Jim, "Training in Community Development," Journal of Community Development, (Spring, 1970), pp. 67-75.

Experiments conducted by Blackman, found that the school program reflects: (1) the possibilities for meaningful education are enhanced when education occurs in real life situations, (2) students learn from people with varied skills and interest: artists, electricians, scientists, etc.

Sestak & French extended the need for school-community relations by contending:

- The Board of Education is lawfully and ethically accountable to the public.
- The public school can succeed only to the extent that it holds the understanding, interest and confidence of the people.
- The best education for children requires cooperation by all the elements of a community that touch their lives.

An ever present concern for a military commander is the establishment and maintenance of a good community relations between home and school.

Colonel Buford Humphries of the 351st Combat Support Group Commander at Whiteman AFB, Mo., encourages all personnel to take an active part in the community and school activities. He maintains that home-school relations are not the result of

11

Blackman, Nathaniel, "The Community As A Classroom: Three Experiments." The Bulletin of the National Association of Secondary School Principals, (May, 1971), pp. 147-158.

12

Sestak, M. & French, D. "The Principal's Role in Community School Relations." Selected Articles for Elementary School Principals. (Dept. of Elem. School Principals NEA, 1968).

any one individual or individual action, but are the sum
 13
 total of the combined efforts made by all.

Bailey expressed in his speech to the New York State Council for Social Studies that children could learn to prepare themselves for a life closer to the real situations
 14
 if parents were in closer contact with the school. He further states: "An improved educational program would involve the community as a learning laboratory, consider learning to be a life-time activity, and cooperate with the people to plan and develop a community-centered educational
 15
 program."

Parental Involvement

Surveys have revealed how important home training and motivation are in determining a child's success in school.

Parents see the need for this kind of training. They are willing to devote time to learn how to do a better job of motivating, improving and working in other areas.

This is best demonstrated in George Gallup's survey on
 16
 public attitudes.

1. When some children do poorly in school,
 some people place the blame on the children,
 some on the children's home life, some on

13

Editorial, The Air Pulse, USAF (Sept. 10, 1970).

14

Bailey, Stephen, "The City As A Classroom". Speech-Annual Convention, New York State Council for the Social Studies. (New York: April, 1971).

15

Ibid.

16

Gallup, George, "The Third Annual Survey of the Public's Attitudes Toward the Public School." Phi Delta Kappan (Sept., 1971), pp. 33-48.

the school, some on the teachers. Of course, all of these share the blame, but where would you place the chief blame?

54% blamed the children's home life
14% blamed the children
8% blamed the teachers
6% blamed the schools

2. A suggestion has been made that parents of school children attend one evening class a month to find out what they can do at home to improve their children's behavior and increase their interest in school work. Is it a good idea or a poor idea?

8 in 10 (81%) thought this was a good idea

3. Do you think too many educational changes are being tried, or not enough?

22% too many being tried
24% not enough
32% just about right
22% don't know

This survey reveals a growing recognition of the role of parents in the educational process and the need for a partnership between parents, teachers and administrators.

Until this point in history, the schools have had to shoulder the burden of teaching discipline, getting along with others, developing proper work habits, providing

motivation--all in addition to teaching a basic school
 17
 subject and skills.

Holk and Whiting's research on attitudes revealed that
 the more individuals who were involved and committed to a
 18
 goal, the greater were the chances of success. This was a
 research project designed to combat public apathy and
 negative attitudes toward the public schools.

The Plowden Report of 1967 used a national survey that
 analyzed the importance of a child's background and his
 parent's attitude toward his education. The findings were
 based on the answers to questions in interviews with the
 mothers of some 3,000 primary children and on the assessment
 of the children's performance in reading comprehension tests.
 Two findings became evident. First, the inquiry revealed
 that parental interest is much wider than what had been
 assumed. Second, children's progress improved when parents
 19
 became actively concerned.

George Taylor's survey of the major research on
 non-teaching professionals revealed that relatively few

17
 Gallup, George, "The Third Annual Survey of the
 Public's Attitudes Toward the Public School." Phi Delta
Kappan, (Sept., 1971), p. 47.

18
 Holke, D., Basile, C. & Whiting, R. "How to Improve
 Community Attitudes." Phi Delta Kappan, (Sept., 1971),
 p. 30.

19
 Central Advisory Council for Education, The Plowden
Report: Children and Their Primary Schools, Vol. I (H.M.S.O.
 1966), citing Patrick McGreeney, Parents Are Welcome,
 (Great Britain: Longmans, Green & Co. Ltd. 1969) p. 32.

studies have been conducted in this area. Studies by Richardson (1967) and Bahr (1969) have tended to give support that students can profit when non-teaching professionals participate in schools. Weed (1969) stated that projects of this nature tend to improve the communication process between pupils and teachers with regard to subject matter content.

Other Studies Related To Home-School Involvement

According to Glen Nimnicht's study, public schools are failing large numbers of children because they are not responding to children as individuals. He feels that a good approach to get good response from the learner would be through activities which are self-rewarding. The program would not be based upon any single theory of learning since no single theory accounts for the ways children learn.

Nimnicht's objective: "to help children develop a healthy self-concept as it relates to learning in school and home and to develop their intellectual ability, specifically, the ability to solve problems." Results of the study

²⁰Taylor, George, R. "The Effects of Using Non-Teaching Professionals in a Selected High School." Journal of Secondary Education, (Feb., 1971).

²¹Nimnicht, Glen. "Overview of Responsive Model Program," Far West Laboratory for Educational Research and Development. (California: July, 1970).

²²Nimnicht, Glen, op. cit., p. 24.

²³Ibid.

showed that a child has a healthy concept in relationship to learning in school if:

- he likes himself and people
- he believes what he thinks
- he believes he can be successful in school
- he can solve problems
- he has a realistic estimate of his own abilities
- he expresses feelings of pleasure, enjoyment²⁴

For two years Dr. Mackenzie conducted, along with other groups in the Department of Curriculum and Teaching at Teacher's College, Columbia University, descriptions of recent curricular changes in the elementary and secondary schools. The participants in this study were viewed broadly as individuals or groups capable of a wide variety of actions serving to influence or control the various components of the curriculum which serves as the determiners of the engagements of students. In some instances the parents were very powerful participants in change when working through small groups or parent-teacher associations.²⁵

Summary

Gordon wrote, "We are standing at the place where education and social science can contribute to the building of our society."²⁶ This achieved by: (1) improving the skills, confidence, attitudes, and motivations of parents;

²⁴ Ibid.

²⁵

Mackenzie, Gordon N. "Curricular Change: Participants, Power and Processes", Innovation in Education (New York: Teachers College, Columbia University, 1964), p. 408.

²⁶

Gordon, Ira "Parent Involvement in Compensatory Education". Eric Clearinghouse on Early Childhood Education. (University Press, 1970), p. 78.

(2) strengthening family organizations; (3) encouraging a greater sense of neighborliness among families; (4) providing training and experience; and (5) serving as a focus for research and evaluation programs.²⁷

It is vital that parent involvement be channeled toward positive and realistic goals such as defining the needs of children and determining how to meet these needs.²⁸

Oevermann presented some speculations on the basis for a socialization research project at the Institut fur Bildungsforschung in Berlin.²⁹

He asserted that research in educational sociology has been occupied by two basic relationships: one, the positive correlation between indicators of social background and educational achievement; and second, the status-specific distribution of measured intelligence.³⁰

He argued that many specific and fundamental measures of cognitive structure must be taken into account if educators are to know precisely how group differences in educational achievement are conditioned by discrimination mechanisms of the educational systems, or how much they are a manifestation

²⁷ Ibid., p. 67.

²⁸ Goldberg, Herman R. "Community Control at the Crossroads". Paper presented at Am. Assoc. of Sch. Admin. Annual Convention, (Atlantic City, N. J. Febr., 1971), p. 71.

²⁹ Oevermann, V. "Role Structure of the Family and Its Implications for the Cognitive Development of Children." Education in Europe, (Mouton: 1969), p. 103.

³⁰ Ibid., p. 105.

³¹ Ibid.

of genuine differences in learning ability as conditioned by
31
experiences in the home.

The education of parents and their role in the school
32
must be focused on the process of learning.

The task of working with parents demands an extensive
validation of current research and practical applications in
experience with children.

31 Ibid.

32 Pickarts, Evelyn & Fargo, Jean, Parent Education
Toward Parental Competence, (Appleton-Century Crofts, New
York, 1971).

Chapter 3

THE COMMUNITY AND SCHOOL

I. Bellevue

History of Bellevue

Bellevue is located on highway 73-75 and 370 adjoining Offutt Air Force Base and the Strategic Air Command Headquarters on the south and Omaha on the north.

Bellevue is the oldest town in Nebraska. Today, it is the fastest growing city in the state, in fact, the whole midwest. Evidence of Bellevue's continued growth is seen in the constant expansion of the school system. In 1959 an enrollment of 2,941 existed. Presently, an enrollment of 10,673 exists. In addition to the increased school enrollment, the population jumped from 16,700 in 1960 to approximately 28,000 in 1971. In the last decade Bellevue has shown a 68% growth.

The rapid growth of Bellevue began with the building of the Martin Bomber Plant in 1941 at Fort Crook. In 1948 the Strategic Air Command Headquarters moved to Offutt Field. Today, located along the Missouri River, close to the highway with air and rail connections, Bellevue continues to grow.

II. Bellevue Schools

Bellevue has one of the top-rated AA school systems in Nebraska. It has one senior high school and two junior highs with a growing enrollment of 4,735. The eleven elementary schools have an enrollment figure of 5,948 making the total number of students 10,673. Two parochial schools and one four-year college comprise the total education system. Plans are to add additional classrooms to two elementary schools. New additions will be completed at the senior high school in the fall of 1972. In the near future a third junior high school will be built in the Capehart area.

Bellevue Public School District strives to achieve the following goals:

1. The schools should perpetuate the American heritage for positive growth and development of its young citizens. Each individual should be provided with experiences that will lead him to become a critical thinker and a contributing member of society.
2. The schools should assist each individual to understand his role and responsibility as a member of a family, community and society. Experiences should be provided to assist each individual to learn to inter-act and live with others in a positive manner.
3. Each individual should acquire a command of the fundamental skills and processes as a result of his school experience.

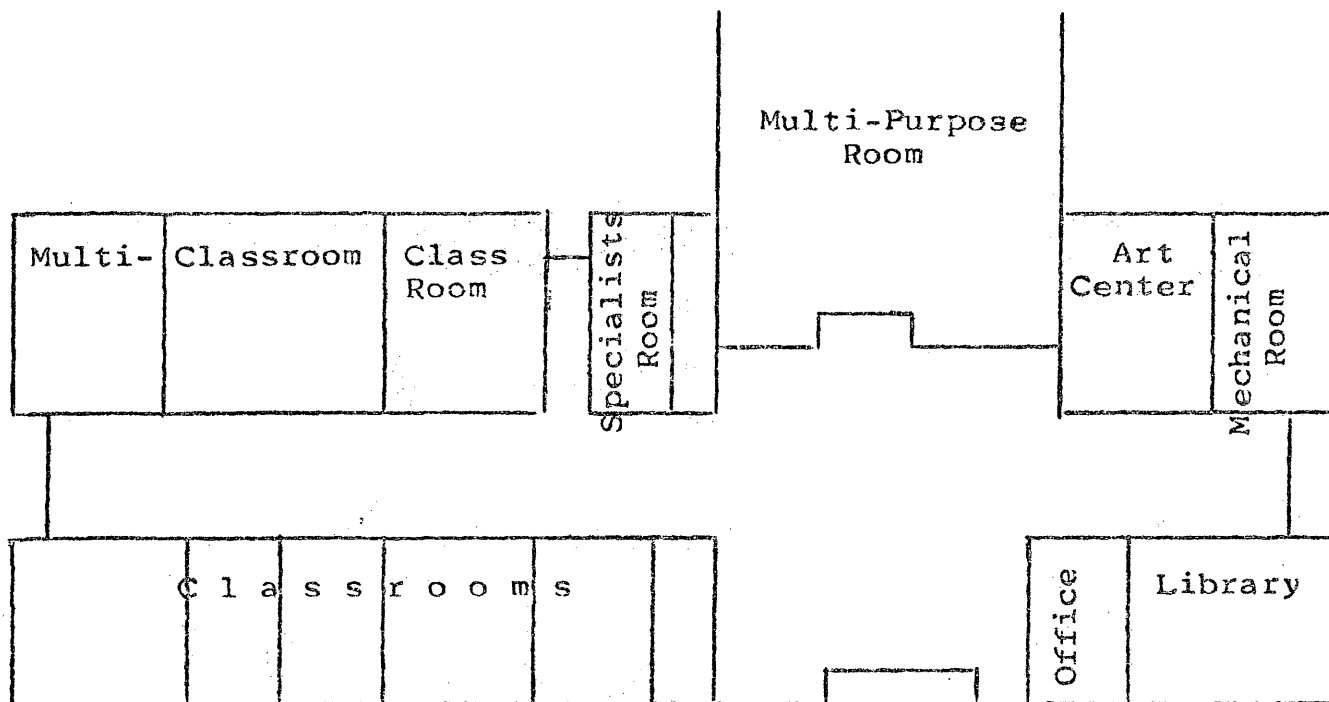
4. The schools should provide experiences that foster vocational preparation and the concept of the dignity of work.

In 1970 the Superintendent of Schools made known eleven commitments to further the objectives and goals of the district as expressed in the philosophy. (Exhibit 2)

III. Lemay Elementary School

Lemay, constructed in 1968, is the newest and smallest of the three Capehart schools built to meet the demand created by the housing of Offutt Air Force Base. The Capehart area comprises one-third of the Bellevue Public School enrollment.

LEMAY ELEMENTARY SCHOOL



Construction - April 1, 1967
 Occupancy - January 29, 1968
 Building Area - 21,058 feet
 Building Cost - \$436,919

Lemay is an air-conditioned one-story building. The enrollment of 100% military children exceeds three hundred students. It is necessary to bus one hundred students to an annex.

LeMay (main building) has over two hundred or more of the 5 to 8 year old children and the 10 and 11 year old children. The LeMay Annex, four miles away, is composed of the 8 to 11 year old children in a non-graded and departmentalization program. All children receive corrective

reading, physical education, instrumental and vocal music, speech, hearing, library studies, health and the training of a media specialist at the main school. Volunteers for Improvement Purposes (VIP's) of the CECIL program conduct classes in both at the schools.

Some important program features of the LeMay Elementary School are:

1. Community School Programs
2. CECIL (Creating an Environmental Center for Instructional Learning)
3. Resource Media Center
4. Multi-aged Grouping
5. Non-grading
6. Independent Study
7. Team Teaching
8. Multi-classroom Environment
9. Continuous Progress
10. Evaluation Progress Cards
11. Six Grade Reading Tutors

Philosophy of LeMay Elementary School

A philosophy should be made in such a form as to provide for a changing curriculum to meet changing conditions in the world of our school and community.

The following philosophy reflects that of the Bellevue School District.

We feel the teacher is the most important factor in the success or failure of our school. His character, personality, training and above all his attitude toward life contribute to all phases of our school functions.

Our instructional procedures should be planned, constructed and employed in such a manner as to give the children worthwhile or real experiences based upon the needs and abilities of the group and to provide experiences of success for each.

The community, home, school and church should contribute to the emotional, mental, spiritual, social and physical growth of our children.

LeMay should be a center where children may develop in an environment free from mental embarrassment or emotional strain

Chapter 4

CREATING AN ENVIRONMENTAL CENTER FOR INSTRUCTIONAL LEARNING

"With public sentiment nothing can fail.
Without it, nothing can succeed."

Abraham Lincoln

Creating - education intended to promote and encourage learning and development through original or self-expressive activity on the part of those being taught.

AN

Environmental - all the objects, forces and conditions that effect the individual through such stimuli as he is able to receive.

Center - a source of environmental or imaginative experiences to which learners are attracted; which the school may utilize in its educational program.

FOR

Instructional - the act of providing activities, materials and guidance that facilitate learning, in either formal or informal situations.

Learning - change in response or behavior caused partly or wholly by experience.

Objectives

1. Provide children with new interest areas.
2. Allow children to find success in areas unrelated to academia with the subpremise that success in one area can lead to interest and success in areas previously met by failure.

33
Good, Carter V., Dictionary of Education, (McGraw-Hill Book, Inc., 1959).

3. Utilize community strengths otherwise unused.

4. Encourage communication and interaction between the school and community.

Implementation

CECIL is composed of interest mini-courses taught by a teacher or a VIP-Volunteers for Instructional Purposes. Mini-courses start in September lasting throughout the year. The length of any mini-course is from anywhere between two to six weeks. A course is added, repeated, advanced or changed according to the interest of the students, the VIP's evaluations, and the teacher's and administrator's recommendations.

VIP's choose their times, lengths of courses, set up their objectives, select the age level of their groups and the number of children they can work with. Students may choose one or more mini-courses and pursue their interest after school, at nighttime or during the day. Courses offered include: knitting, sewing, arts and crafts, ceramics, Spanish, German, French, guitar, drama, wood-working, yo-yo quilting, baby sitting, volleyball, basketball, golf, chess, and Spanish embroidering.

Outcomes

LeMay hopes to give children new modes of finding success within the school curriculum and to relate learning experiences to the "real" world. Previously untapped sources of experience and knowledge within the community can be brought into the school and utilized by both student and teacher (while at the same time creating a bond between these two entities of society--the school and the community).

Mini-Courses

Mini-course descriptions and objectives comprise the total CECIL program, beginning in September and ending in June. The mini-courses last from three to six weeks. Second courses usually are advance courses. (Appendix A)

Chapter 5

DELIMITATIONS, DESCRIPTION OF THE STUDY AND PROCEDURES

I. Introduction

This report will include six chapters, each complementary to the other.

Chapter 1 of the paper deals with a brief overview of the study, giving its purpose, significance, and definition of terms used.

Chapter 2 summarizes the selected review of literature in the areas of social, economical and technological changes. It involves attitudes of people in organizational patterns and decision making in curriculum to help make education more meaningful.

Chapter 3 covers the philosophy: history of the Bellevue Public Schools, LeMay Elementary. It gives a brief summary of the objectives and procedures of each mini-course.

Chapter 4 sets limitations and describes the study. It explains the evaluating instruments used and procedures to be followed.

Chapter 5 deals with the presentation of tabulated data, results and discussion of the results.

Chapter 6 summarizes, concludes, recommends and discusses project CECIL.

II. Delimitations

The limitations of this study have been limited to the evaluations of the four objectives listed in the purpose of this study. No effort will be made to compare this study with another of its kind.

This study is limited to LeMay, its student enrollment and the community it serves.

The evaluation may be further limited in that research techniques leading to measurable validity index require follow-up questionnaires and evaluations at one and three year intervals which will not be included in this paper.

III. Description of the Study

By June of 1972 CECIL-Creating An Environmental Center For Instructional Learning-will have involved the entire student enrollment of 304 at LeMay. The program will have provided students opportunities for new experiences and interests that can be pursued outside of school and later in life.

CECIL is composed of interest mini-courses taught by the teacher or an interested volunteer parent. Mini-courses last from three to six weeks. Students may choose a mini-course and pursue their interest at night-time as well as during the day. The following courses listed are explained in detail in Chapter 3. Daytime courses include: knitting, sewing, arts and crafts, ceramics, Spanish, German, French, guitar and drama. Nighttime courses involve: woodworking, yo-yo quilting, baby sitting, volleyball, basketball, golf, and Spanish embroidering.

Description of test materials. The instruments used in this study are: (1) The Peabody Picture Vocabulary Test; (2) Gates-MacGinitie Reading Test; (3) The Interest Inventory For Elementary Grades; and (4) questionnaires for students, parents and teachers.

The Peabody Picture Vocabulary Test (PPVT) is designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary.³⁴

Validity data for the PPVT consists of two main types of validity evidence-rational and statistical. The 'concurrent' validity of the statistical validity is of importance because there is a relationship between the PPVT and school achievement. 'Concurrent' validity is defined as the extent to which PPVT scores correlate positively with measures of scholastic achievement.³⁵

The administration of the PPVT requires no special preparation other than complete familiarity with the test materials. The test includes: (1) 150 numbered plates; (2) a manual; (3) individual test records listing words and key to correct responses.

The Gates-MacGinitie Reading Tests consisted of Primary A-B-C and Survey D. Primary A-B-C consists of two parts: (1) Vocabulary Test samples the child's ability to recognize or analyze isolated words; and (2) the

³⁴ Dunn, Lloyd, Peabody Picture Vocabulary Test. American Guidance Service, Inc. (Minnesota, 1965) p.1.

³⁵ Ibid., p. 41.

Comprehension Test which measures the child's ability to read and understand whole sentences and paragraphs. Survey D consists of three parts: (1) Speed and Accuracy which provides an objective measure of how rapidly students can read with understanding; (2) the Vocabulary Test samples the students' vocabulary; and (3) the Comprehension Test which measures the students' ability to read complete prose passages with understanding.

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The Interest Inventory For Elementary Grades

identifies general interests of children in reading, hobbies, entertainment, school subjects, occupations, people and activities. It takes thirty minutes to administer.

The Questionnaires given to parents, students, and teachers will concern attitudes, interests, skill and involvement. As a guide the Student Information System (SIS) will be utilized. The primary purpose of the SIS is to provide schools with the necessary materials and step-by-step procedures in writing questionnaires. The SIS will be used to: (1) provide baseline information to evaluate attainment of learning and program objectives; (2) provide information data on the effects of the project on different kinds of student performances; and (3) to

³⁶Gates, Arthur and Walter MacGinitie, Gates-MacGinitie Reading Tests. New York: Teachers College Press, 1965, p. 1.

³⁷Interest Inventory For Elementary Grades. Los Angeles: Western Psychological Services, 1965.

³⁸Wainwright, Bruce, Manual of Student Information System, Lincoln: April, 1970.

provide a basis for an analysis of agreement/disagreement between parent/school/student expectations of the educational system.

IV. Procedures

Introduction

Reports and comments about the CECIL program have been positive. However, a need to evaluate the program is felt by the evaluator. Evidence is needed to indicate whether or not the program's main objectives are being met.

Objectives

1. Provide children with new interest areas. A different questionnaire will be sent to parents, students, and teachers in January. The questionnaire will be sent to a random sample of parents.
2. Allow children to find success in areas unrelated to academia with the subpremise that success in one area can lead to interest and success in areas previously met by failure.

Since all children cannot be involved with CECIL at one time, the writer will select at random around thirty students from a waiting list of ninety-three students. These selected students will be pre-tested in December and post-tested in April of 1972 using the following tests: Peabody Picture Vocabulary Test, Gates-MacGinitie Reading Survey and the Interest Inventory For Elementary Grades.

Six students will be selected from the seven and eight year old group whose past records show poor academic achievement, evidence of dislike for school and attitudes of

failures. A case study and evaluation based upon prescribed tests, teacher recommendations, and guided mini-courses will be written on each of the six students.

3. Utilize community strengths otherwise unused. Questionnaires will be sent in April to those parents involved in working with the CECIL program to determine: (1) their ability, (2) their interest or skill, (3) previous use of the skill, (4) amount of involvement in the school.
4. Encourage communication and interaction between the school, community. Questionnaires will be sent in April to a random selection of parents not involved in the program to determine their attitudes toward school and their involvement in school activities as compared to prior years.

Discussion

"The process of inquiry is the foundation of research. It began when man's reason asserted itself and his blind belief in the supernatural yielded to the powers of observation and living experiences."³⁹

Tabulation of test results and questionnaires in table or chart presentation will enhance a higher quality of decision making matters concerning the instructional curriculum, organization procedures of LeMay Educational System.

These evaluating instruments will help to serve as a better basis for involving the community and making education at LeMay enjoyable and meaningful.

Chapter 6

ANALYSIS AND INTERPRETATION OF THE DATA

I. Introduction

This chapter will present and analyze the data obtained from parent volunteers, parents, students and teacher questionnaires, from test scores and interviews as previously cited in Chapter 5. An attempt has been made to evaluate the program, Creating an Environmental Center for Instructional Learning, by using the program's four main objectives explained in Chapter 4.

II. Methods

Introduction. In May of 1972 questionnaires were given to the staff, students, CECIL volunteers and the parents of 159 students that had children enrolled in the CECIL program. The purpose was to evaluate CECIL--Creating an Environmental Center for Instructional Learning. The Interest Inventory and Gate-McGinitie Survey were also given. Both of these and the Peabody Picture Vocabulary Test were given twice. The purpose was to measure growth from January to April. Case studies were also developed for six primary students whose past records showed poor academic achievement, evidence of dislike for school and attitudes of failure. These case studies were used to help evaluate Objective 2 as explained in Chapter 5.

Questionnaires. The questionnaires were used to evaluate the four main objectives explained in Chapter 5. The descriptive type questionnaires were designed with the purpose of analyzing the CECIL program as viewed by the community and school. The data collected would be used to determine where the CECIL program needed to be strengthened and revised.

The following is a brief description of how the questionnaires were used and their returns. .

1. Parent Questionnaire. A random selection of 100 parents were chosen from the school's family file index. Families were then omitted for the purpose of evaluating Objective 4. Families omitted were those working in the CECIL program and those who had only one child in school too young to be involved with the CECIL program.
Out of the 100 selected, 67 questionnaires were sent home. Forty-nine (73%) were returned. (Appendix B)
2. Student Questionnaires. LeMay has an enrollment of 306 students. There were 145 intermediate students and 14 primary students who participated in the CECIL evaluation. Five, six, seven, and some eight year olds were involved on a limited basis and therefore were omitted in some cases from the evaluation.
Out of the 159 given, all (100%) were returned. (Appendix B)
3. CECIL Volunteer Questionnaire. Each of the 18 people involved in teaching a mini-course or assisting in one received a questionnaire.
Twelve (66%) were returned. (Appendix B)

Interest Inventory for Elementary Grades. In December 37 students were still on a waiting list to take CECIL courses. Explained in Chapter 4, the Interest Inventory was given to these students to obtain an estimate of general interests among the children before and after their involvement with the CECIL program.

Out of the 37 inventories given all (100%) were returned. (Appendix B)

The Peabody Picture Vocabulary Test. The PPVT, explained in Chapter 4, was given to those 37 students waiting to take the CECIL mini-courses. The students were tested twice to show growth.

All 37 (100%) of the tests were completed. (Appendix B)

Gates-MacGinitie Reading Tests. Explained in Chapter 4, the comprehensive part of Primary A-B-C and Survey D were given. The students were tested in January and again in April to show growth.

All 37 tests (100%) were returned. (Appendix B)

III. Interpretation

Introduction. The aforementioned tests, surveys and questionnaires were used to obtain data in evaluating the four main objectives of the CECIL program. The following information is an interpretation of the four main objectives and the data received for each.

Objective 1: Provide children with new interest areas.

Mini-courses were offered on a volunteer basis (students signed up for classes) to students in:

Knitting	Spanish	Crafts
Ceramics	French	Guitar
Sewing	German	Yo-Yo Quilting
Woodworking	Drama	Basketball
Embroidery	Art	Baby Sitting
Outdoor Sports	Puppetry	Creative Music

The mini-courses were taught for six to eight weeks depending on the volunteer's time schedule. The age level, number of students and time of day was also determined by the instructor. A course description and plans were required by CECIL's policies. (Appendix B)

The Interest Inventory Survey was given in December, 1971 to those students who had not become involved with the CECIL program. The purpose was to obtain an estimate of general interests among the children before their involvement in the CECIL program and again at the end in April.

Because the Interest Inventory included many activities that were not needed to evaluate the CECIL program and because the inventory was so structured as to allow freedom of interpretation to a degree, only three of the activities (hobbies, school subjects and occupations) were selected. These three activities were selected because of their close relationship with the four main CECIL objectives. However, the inventory was given in its entirety.

The Interest Inventory is structured so that the results can be analyzed in broad interpretations. It must be realized that the data collected is limited in this respect and that the following information is used in conjunction with the student, teacher and community questionnaires and opinions formed from questionnaire comments. The research techniques leading to measurable validity index practices will require follow-up procedures.

Table 1 illustrates the total responses of all 37 students in the three activities in December as compared to the total number in April. Hobbies had an increase in the 'indifferent' responses while the 'dislike' and 'unknown' responses fell in the April evaluation. This data could indicate that upon exposure to new hobbies, student's background of knowledge was expanded, thus causing the 'dislike' and 'unknown' responses to fall. The responses to the 'likes' in the school subjects fell in April after five months of CECIL exposure. An expanded background as to what school subjects were really about could have accounted for this decrease. Occupations also had a decrease in the 'likes' and an increase in 'indifferent' responses indicating an increase of knowledge of known occupations but with little insight into the depth of them. Total responses indicate student's 'like' responses decreased while their 'indifferent' responses increased. This could indicate the student's knowledge of all three activities might have increased enough to expand these areas but not enough to become familiar with them. The 'unknown' responses increased. This could mean that previously answered 'likes' could have thought known by the student but upon exposure were found to have been unknown.

The Interest Inventory was given to 15 primary students and 22 intermediate students. Because of the form used, the two age groups had to be interpreted differently.

TABLE 1

A Comparison of Interest Inventory
Scores From December, 1971 to April, 1972

RESPONSES	HOBBIES		SCHOOL SUBJECTS		OCCUPATIONS		TOTAL	
	December	April	December	April	December	April	December	April
Likes	126	126	124	110	300	262	550	498
Indifferent	34	60	35	56	179	273	248	389
Dislike	64	44	59	55	378	306	501	405
Unknown	14	8	3	0	27	43	44	51

Table 2 shows the individual scores of the intermediate students. The respondents have been identified by numerals for staff guidance and counseling purposes. The higher a student scores, the greater his interest corresponds to that of the majority of children his own age. The plus and minus scores do not necessarily indicate that the student has interests that are desirable or undesirable. A plus score shows that a student deviates to some extent from the tendency of the group. In December there were 48 plus scores and 18 minus scores. The April evaluation reveals just the opposite. There were 48 minus scores and 18 plus scores. This indicates there was less deviation of individuals from the group. The average score in December for school subjects and occupations was a +17 and a +62. The April evaluation reveals an increase of a -20 and a -79. Hobbies, however, showed a decrease from a +19 to a +15.

TABLE 2

A Composite and Comparison of Scores for
Intermediate Students on the Interest Inventory

Students	December Pre-measurement Scores			April Final Measurement Scores		
	Hobbies	Subjects	Occupations	Hobbies	Subjects	Occupations
16	-36	-30	-58	-22	-33	-29
17	-25	-4	-146	-26	-31	-154
18	-33	+0	-31	-18	-2	-87
19	-18	-33	-49	-6	-18	-61
20	-16	-14	-31	-9	-3	-53
21	+13	+33	-60	+11	+22	-49
22	+20	+22	+60	+9	+14	-61
23	+14	+19	+51	+2	-16	+0
24	+23	+16	+31	+3	+8	-3
25	+19	+24	+89	+28	-31	-78
26	+32	+19	+80	-23	-33	-26
27	+5	+3	+109	-3	+8	-118
28	+36	-17	+96	+27	+28	-102
29	+5	+2	+118	-28	-19	-167
30	+10	+2	+112	+15	-4	-97
31	+7	+10	+23	+5	+14	-162
32	+33	+19	+62	-18	-20	-30
33	+22	+13	+51	-5	-7	-79
34	+7	+21	+119	-40	-44	-123
35	+45	+23	+93	-35	-38	-95
36	+27	-4	-163	+20	+24	+96
37	+3	+42	+134	-45	-40	-160

The Gates-MacGinitie Reading tests show an increase of one year in the scores of the intermediate students in Table 3. The intermediate scores are listed 16 through 37. In January the average score was five years (5.0) in reading comprehension. The second testing in April was an average score of six years (6.0).

The primary students (1P through 15P in Table 3) in January had an average score of one year and nine months (1.9). The April testing revealed an average score of three years and one month (31.).

The Peabody Picture Vocabulary for the intermediate had an intelligence quotient of 108 in January and an average intelligence quotient of 107 in April. The primary students had an average intelligence quotient of 102 in January and an average intelligence quotient of 110 in the April testing. The younger children showed an increase of +8 points in their intelligence quotients while the intermediate showed a decrease of one point.

The intelligence scores and the reading comprehension scores of all the 37 students who took the Gates-MacGinitie Test and the Interest Inventory are illustrated in Table 3. This table will be referred to throughout the interpretation discussion.

Further identification of interests can be understood by comparing Table 2 with Table 3. Number 19 is a low ability student. Reading comprehension scores reveal an increase of .3 (Table 3). Table 2 shows very little

TABLE 3

A Comparison of Intelligence Quotients and
Reading Comprehension Scores for the Peabody Picture
Vocabulary Test and the Gates-MacGinitie Reading Test

PEABODY PICTURE VOCABULARY			GATES-MacGINITIE READING	
Student	January Intelligence Quotients	April Intelligence Quotients	January Comprehension Pretest Scores	April Comprehension Final Test Scores
1P	102	119	1.2	1.8
2P	110	124	2.6	3.1
3P	98	112	1.9	2.1
4P	121	121	1.2	2.4
5P	93	105	1.2	1.9
6P	93	105	1.9	3.6
7P	107	114	1.3	3.1
8P	107	117	4.3	5.1
9P	126	116	1.8	3.7
10P	118	126	3.0	3.7
11P	102	107	1.3	1.5
12P	93	91	2.2	3.2
13P	118	110	2.5	6.2
14P	81	85	1.9	3.1
15P	116	110	2.8	3.9
16	93	96	3.0	5.6
17	109	104	3.1	5.2
18	100	104	3.1	5.5
19	83	83	3.7	4.0
20	109	106	4.5	7.2

TABLE 3
(Continued)

Student	January	April	January	April
21	110	131	4.1	5.2
22	129	113	3.4	6.0
23	124	115	4.3	6.0
24	98	104	3.0	4.5
25	159	151	5.8	7.2
26	118	149	9.3	10.9
27	115	114	8.1	11.9
28	93	100	5.0	6.5
29	111	122	6.5	11.9
30	86	74	5.3	4.7
31	108	116	7.2	9.9
32	94	97	6.2	7.2
33	100	109	3.5	8.7
34	112	118	8.1	11.9
35	90	90	4.4	4.4
36	127	129	9.3	10.9
37	93	93	5.0	5.0

increase in each of the three activities. Number 29 in Table 3 has shown an increase of 5.4 in reading comprehension. His interest scores in December are all plus indicating deviation of interest from the rest of his group. However, after the April testing, results showed a higher interest in all three activities and a closer grouping of interest with his peers. Both of these probably contributed to his higher score in reading comprehension.

Objective 2: Allow children to find success unrelated to academia with the subpremise that success in one area can lead to interest and success in areas previously met by failure.

The Parent Questionnaire was used to help evaluate this objective. This questionnaire was structured so that ratings could be analyzed for obtaining volunteer information, for receiving data concerning opinions and feelings about the relationship that exists between the academic and social activities and the CECIL mini-courses and for write-in comments about anything concerning the program.

Table 4 illustrates the opinion and feelings that parents have concerning the relationships between the academic and social activities and the CECIL min-courses.

The ratings were made on a seven-point scale with a rating of one being the highest. Thus, the lower the scores the higher the opinion of the evaluator. Most of the ratings fell into the top four points on the rating scale. Therefore, only the top four points are shown in Table 4.

All the responses received some favorable rating. However, 'your child had a feeling of success' received the

TABLE 4
Preference Ratings of the Parent Questionnaires

Preference Statements	Number of Parents Responding to Preference Ratings				Percent Responding to Preference Ratings
	1	2	3	4*	
Work became more meaningful and real	8	11	1	7	55
The mini-course activity	4	6	7	8	51
Your child's feeling of success	3	11	14	10	77
Your child was learning a leisure-time activity	3	7	9	9	57
The activity learned would be of value later in life	5	2	5	7	32
your child's academic work improved	6	1	6	6	32
School became a place where learning could be fun	17	8	5	7	75

- *
 1--Statements liked best
 2--Statements liked second best
 3--Statements liked least
 4--Statements of no interest

highest rating of 77 percent. 'The activity learned would be of value later in life' and 'your child's academic work improved' received the poorest rating in the top four points of the scale. Only 32 percent of the parents felt that these statements were of value.

On the Student Questionnaire, students were asked to rate their responses on a four point scale using letters (A-B-C-D). The highest rating was an 'A' while the lowest was a 'D'. The questionnaire was structured so that data collected could be analyzed for attitudes and feelings of the students concerning CECIL and the relationship of academic subjects to hobby-like subjects. Write-in comments were encouraged and received.

Table 5 illustrates the ratings of seven statements from the questionnaire. 'School became a lot more fun' received the highest rating with 78 percent of the students marking it. 'Math and reading were easier' was rated the lowest by 21 percent of the students.

Eleven (92 percent) of the teachers, on the Teacher Questionnaire, felt that their students were having feelings of success. The staff was asked to observe students and to have informal interviews with them. Their opinions were then answered in the questionnaire. Teachers were also asked to react to any change that might have occurred to them during their involvement with the CECIL program. All of them felt that very little change had come about as a result of the CECIL program. They did feel that working with interested and happy children had made their work more interesting and easier.

TABLE 5
Preference Ratings of the Student Questionnaire

Preference Statements	Number of Students Responding to Preference Ratings				Percent Responding to Preference Ratings
	A	B	C	D*	
School became a lot more fun	114	8	8	15	78
Math and reading were easier	31	36	16	12	21
More friends were made	61	34	16	13	42
A new hobby or interest was found	77	29	13	11	53
Good feelings of success were felt	68	39	11	15	46
A better understanding of teachers was found	46	41	22	16	31
Better attitudes were developed	41	42	22	20	28

*
A--Statements liked best
B--Statements liked second best
C--Statements liked least
D--Statements of no preference

To further evaluate Objectives 1 and 2, case studies of six primary students were used. These students whose past records showed poor academic achievement, evidence of dislike for school and attitudes of failures were identified by teachers. A case study and evaluation based upon prescribed tests, teacher recommendations, and teacher guided mini-courses were written on each child. General information was obtained from the school's cumulative records. Behavioral attitudes, physical coordination, and health were obtained from the cumulative folders, tests, the staff, parent conferences and the Support Services of the Bellevue Public Schools.

Case Studies. Each case study is coded for guidance, counseling and follow-up purposes. The numeral identifies the student in Table 3. The letters are the initials of each student. An outline of the six studies follows.

1. 1FM

- A. General Information
 - 1. Male: seven years old
 - 2. Three years of schooling
 - 3. Second grade
- B. Behavioral Attitudes
 - 1. Needs praise
 - 2. High frustration level
 - 3. Immature
 - 4. Short attention span
 - 5. Uncooperative
 - 6. No interest in anything
- C. Physical Coordination and Health
 - 1. No difficulty

- D. Mini-courses
 - 1. Ceramics
 - 2. Knitting
 - 3. Yo-Yo Quilting
- E. Results
 - 1. Mixed feelings about liking school
 - 2. Relationships still are not clear
 - 3. Social improvement after a room transfer
 - 4. School became fun at times
 - 5. Peabody Vocabulary 102-119
Reading Comprehension 1.2-1.8

2. 11CE

- A. General Information
 - 1. Male: ten years old
 - 2. Five years in school
 - 3. Third grade
- B. Behavioral Attitudes
 - 1. Poor self-concept (sad and unhappy)
 - 2. Need for praise
 - 3. Failed to complete work
 - 4. No interest
- C. Physical Coordination and Health
 - 1. Large for age
 - 2. Tired and sluggish most of the time
- D. Mini-courses
 - 1. Ceramics
 - 2. Knitting
 - 3. Crafts
- E. Results
 - 1. Feelings about school did not change
 - 2. Mini-classes were worthwhile and meaningful to him
 - 3. School was more fun
 - 4. Academic subjects became a little easier
 - 5. No indication of a self-image improvement
 - 6. Peabody Vocabulary 102-107
Reading Comprehension 1.3-1.5

3. 6DB

- A. General Information
 - 1. Female: nine years old
 - 2. Four years of schooling
 - 3. Third grade

- B. Behavioral Attitudes
 - 1. Need for praise
 - 2. Nervous
 - 3. Poor self-concept (unhappy and sad)
 - 4. A desire to be liked
- C. Physical Coordination and Health
 - 1. Large motor difficulty
 - 2. Visual problem
 - 3. Tired with slow movements
- D. Mini-courses
 - 1. Ceramics
 - 2. Knitting
 - 3. Yo-Yo Quilting
 - 4. Crafts
- E. Results
 - 1. Good feelings of school were developed
 - 2. Attitude toward work improved
 - 3. Social improvement
 - 4. Some improvement in the self-image concept
 - 5. Peabody Vocabulary 93-105
Comprehension 1.2-1.9

4. 7CM

- A. General Information
 - 1. Female: eight years old
 - 2. Three years of schooling
 - 3. Second grade
- B. Behavioral Attitudes
 - 1. No interest in school
 - 2. Aggressive
 - 3. Uncooperative
 - 4. Unsatisfactory relationship with peers
 - 5. Need for praise
 - 6. Wastes time
- C. Physical Coordination and Health
 - 1. Large for age
 - 2. Excellent coordination and skill
- D. Mini-courses
 - 1. Ceramics
 - 2. Basketball
 - 3. Crafts

E. Results

1. Good attitudes developed about school
2. Relationship between school and home became apparent
3. Success and worthwhile feelings became apparent
4. School was fun
5. Peabody Vocabulary 107-114
Reading Comprehension 1.3-3.1

5. 14NP

A. General Information

1. Female: eight years old
2. Three years of schooling
3. Third grade

B. Behavioral Attitudes

1. No interest in school
2. Sad and unhappy
3. No special interest in anything

C. Physical Coordination and Health

1. Tired
2. Moves slowly
3. Some motor difficulty

D. Mini-courses

1. Ceramics
2. Knitting
3. Yo-Yo Quilting
4. Crafts

E. Results

1. Attitudes remained much the same
2. School was fun now
3. Subjects were easier
4. Mini-courses were worthwhile and meaningful to her
5. Peabody Vocabulary 81-85
Reading Comprehension 1.0-3.1

6. 3CS

A. General Information

1. Male: seven years old
2. Three years of schooling
3. Second grade

- B. Behavioral Attitudes
 - 1. Short attention span
 - 2. No interest in anything
 - 3. Wasted time--failed to complete work assignments
- C. Physical Coordination and Health
 - 1. Excellent
- D. Mini-courses
 - 1. Ceramics
 - 2. Knitting
 - 3. Yo-Yo Quilting
 - 4. Crafts
- E. Results
 - 1. Good attitude about school was developed
 - 2. Feelings of success were felt
 - 3. Learning became easier
 - 4. School was fun
 - 5. An interest out of school was found (knitting)
 - 6. Peabody Vocabulary 98-112
Reading Comprehension 1.9-2.4

Objective 3: Utilize the community strengths otherwise unused.

Sixty-seven questionnaires were sent to the families of the LeMay community. Only 49 (73 percent) of the questionnaires were returned. Explanation of the Parent Questionnaire and the selection of families are explained at the beginning of this chapter.

The questionnaire found the average number of children per family was 3.0. However, large families did not hinder the amount of volunteer hours parents were giving to outside agencies or the school. The average number of hours per month given to the school was 2.5. The average number of volunteer hours given to outside organizations amount to 6.2 per month. Three people indicated their concern to become part of the program for the 1972-73 school year.

Table 6 illustrates the feelings of CECIL volunteers about the program. Out of 18 surveys sent, 12 (66 percent) were returned. CECIL volunteers were to respond to seven statements in a 1-7 (one highest) preference order, the first four being shown in the table. One hundred percent of the parents marked the statement, 'a desire to help develop worthwhile attitudes,' in the first four responses with five (41 percent) marking it as second choice. 'Working with children,' ranked in second place with ten (84 percent) agreeing on this statement as the next best statement. Responses recorded in Table 6 indicated that parents felt that their contribution was worthwhile. All of the CECIL volunteers felt that the program should continue as a part of LeMay's program. All but three agreed to help out next year. The three CECIL volunteers that indicated 'No' were being transferred during the summer.

Objective 4: Encourage communication and interaction between the school and community.

Only 13 (37 percent) had visited the school to observe the CECIL program in action. Comments received regarding this are as follows:

1. "Would like to but my work doesn't permit me to find the time."
2. "Why should I? My daughter's enthusiasm is enough for me."
3. "I didn't know parents were encouraged to come."
4. "I never have been asked."
5. "I have a young child at home."
6. "I need a baby-sitter."

TABLE 6

Preference Ratings of the CECIL Volunteer Questionnaire

Preference Statements	Number of Volunteers Responding to Preference Ratings				Percent of Volunteers Responding to Preference Ratings
	1	2	3	4*	
Working with children	3	3	1	3	84
Having a satisfaction of accomplishment	1	0	2	2	42
A feeling of being worthwhile and a part of an opportunity to understand children	3	0	3	3	75
A desire to help children develop worthwhile attitudes	3	5	3	1	100
A chance to bring school and community together	1	1	1	3	50
A chance to help children find ways of success and accomplishment now and later in life	2	2	2	0	50
Should CECIL continue as a part of LeMay's curriculum program?	12				100

- * 1--Statements liked best
 2--Statements liked second best
 3--Statements liked least
 4--Statements of no preference

Parents were asked on the questionnaire if they knew anything about the CECIL program. Forty (81 percent) of the 49 people asked knew. Seven had some knowledge and two had no idea that such a program existed. When asked if they were satisfied with what their children learned in the mini-courses, 88 percent answered yes. Also in the ratings of Table 4-75 of the parents marked the statement, 'school became a place where learning could be fun.'

Parents willingly returned their questionnaires (73 percent returned) with most of them signed and with comments--some in favor and some unhappy. When asked if CECIL should become a vital part of the LeMay Elementary curriculum, 44 (90 percent) responded with yes. The following reveals the thoughts of the five who said no.

1. "Only the basic education program is needed."
2. "Academic subjects are more important."
- 3.. "No! --No!"
4. "I don't believe in it. Keep it for the summer."
5. "More time to study is needed."

All questionnaires were designed for write-in comments. Many of the questionnaires returned were signed. There were five questionnaires with unfavorable comments. All of the latter had the signatures of the evaluators.

CHAPTER 7

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

I. Introduction

The purpose of this chapter is to review the procedures used in the study, to draw certain conclusions based on the summary of findings, and to make recommendations with regard to their implementation.

This study was limited to LeMay Elementary School with its community. No effort was made to compare it with another of its kind. The study was further limited in that research techniques leading to measurable validity index will require follow-up questionnaires and a continuous type of evaluation.

II. Summary

The general question asked in this study was whether children given new modes of finding success within the school curriculum would exhibit a change of attitude in the existing academic area. From this question a specific hypothesis was formulated.

If you give children new modes of finding success within the school curriculum, students will exhibit and experience increased well-being and success in already existing academic areas.

In order to determine whether any relationship existed between the two entities of our society--the school and the community--a second operational hypothesis was developed.

Previously untapped sources of experience and knowledge within the community can be brought into the school and utilized by both student and teacher (while at the same time creating a bond between these two entities of our society--the school and the community).

The hypotheses were not tested directly, but the four main objectives were evaluated to see if they were in general contributing to the interaction of the hypotheses.

The four objectives were:

1. Providing children with new interest areas.
2. Allowing children to find success in areas unrelated to the academia with the subpremise that success in one can lead to interest and success in areas previously met by failure.
3. Utilizing community strengths otherwise unused.
4. Encouraging communication and interaction between the school and the community.

The primary purpose of this study was to determine subjectively, as far as possible, whether or not the CECIL program of LeMay Elementary School was accomplishing its objectives. The parents, students and staff who responded to the questionnaires were given the opportunity to express their preferences and criticism of the CECIL program. The questionnaires were designed so that each evaluator could rate several areas. They were asked to rate the

questionnaire based on their judgment of the amount of success or failure that they felt about their own involvement.

The four main objectives were evaluated by the following methods:

1. Parent Questionnaires
2. Student Questionnaires
3. CECIL Volunteer Questionnaire
4. Staff Questionnaire
5. Interest Inventory for Elementary Grades
6. Peabody Picture Vocabulary Test
7. Gates-MacGinitie Reading Test
8. Six Case Studies of Primary Students
9. Cumulative Records, Resource People, Supportive Services, Educational Service Unit #3, Parent-Teacher Conferences, Interviews with Students, and Observations

The evaluation of the CECIL program was limited to LeMay. It is further limited in that research techniques leading to measurable validity index is needed. The questions reflect opinions of the school and community and would not be considered valid testing instruments.

The returned questionnaires revealed that the CECIL program was of value to:

- 87 percent of all students surveyed
- 88 percent of all parents surveyed
- 100 percent of all teachers surveyed
- 100 percent of all CECIL volunteers surveyed

Both the school and the community agreed that the program was needed. The participants further agreed that the CECIL program affects learning in the classroom. Only five of the questionnaires sent home to parents were returned with negative responses.

The Interest Inventory, Peabody Picture Vocabulary and Gates-MacGinitie Reading Test all showed some growth between the testing periods of December, 1970 and April, 1971.

The six case study test results revealed an average increase in reading comprehension of nine months (.9). The results, rated by teacher and test, indicated all but two children ended the testing period with good attitudes toward school.

The evaluator was well pleased with the extent to which those involved in the evaluation praised the program. The participants strongly expressed the philosophy, related in the Review of Literature in Chapter 2, that through realistic school experiences children find success.

III. Conclusions

On the basis of the responses to the questionnaires, including an analysis of the individual comments, and the results of other evaluative methods used, the following conclusions were reached:

1. The structure of the CECIL program was generally thought to be of value.
2. Parents supported the CECIL program.
3. Students supported the CECIL program.

4. Teachers supported the CECIL program.
5. The participation of school and community in the evaluation was generally thought to be of value.
6. The volunteer participation in school was increased according to records.
7. More building in-service meetings were held.
8. Questionnaires indicated that student attitudes were in general more positive toward school.
9. An adult CECIL program was needed.
10. Teacher Questionnaires indicated that teachers generally felt a need for new innovations in the curriculum.
11. Comments and increased involvement on the part of the community indicated a more positive attitude toward school.
12. The staff indicated that they found many ways of involving community volunteers.

IV. Implications

The implications of the CECIL program should be of interest to the Bellevue Public Schools and to any other educational unit of learning. In order for schools to meet their goals, changes must take place and be an ongoing continuous process. Creating an Environmental Center for Instructional Learning is another means of meeting the needs of interested, progressive, innovated school districts like Bellevue to become more productive with children and their environment.

Creating an Environmental Center for Instructional Learning is a way of:

1. Building community-school relationships
2. Providing interest areas for helping to make learning relevant.
3. Giving students vocational opportunities
4. Providing an opportunity for adult education programs
5. Having the school become the community center
6. Producing change within a building
7. Becoming a twelve-month school
8. Providing feedback communication between the school and the community
9. Providing a greater exchange of ideas, materials and people resources
10. Programming for everyone to become someone

V. Recommendations

Success of the program depends on how well the interest of the students is captured, the opinions of the community concerning the classes offered, and the willingness of the staff to work closely with the community.

The following list is recommended with the implementation of these recommendations beginning as soon as desired.

1. Continuous evaluation for the next three years
2. To replace the Interest Inventory for elementary grades
3. To make a follow-up of the five questionnaires that were returned with unfavorable comments
4. More mini-courses be offered at night

5. To encourage more male participation
6. To involve more students in 'prescribe' lessons
7. Better utilization of community volunteers who have interest and strengths in a given area
8. To involve more teachers in mini-courses

School and community generally agree as to the value of the CECIL program. Both agree that the program is needed. Students agree more strongly that the CECIL program is for them. Both teachers and students agree that the CECIL program affects learning in the classroom with the teachers responding more positively.

The overall goal of Creating an Environmental Center for Instructional Learning is to build good attitudes between school and community and to try to make education more relevant to our world. The evaluation on the program generally supported this. A follow-up in two to three years of research techniques leading to a measurable validity index is needed. Other buildings within the Bellevue system should implement a similar program to determine its validity and effectiveness within a system where two-thirds of its population is military.

Finally, other outside school districts should attempt a program and evaluate it for its generalizability.

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A P P E N D I X A

7 -

MINI-COURSE

COURSE: Boys
Volleyball DATE: 15 May 72 night class

DESCRIPTION: Basic fundamentals of volleyball

OBJECTIVES: Learn and apply basic fundamentals of volleyball; set-ups, spikes, serves and blocks. Basic fundamentals were applied during scheduled games between two teams.

SCHEDULE: Starting 20 Jan 72 Ending 2 Mar 72 Total weeks 6 1 wk cancelled
varied from

NUMBER OF STUDENTS: 15 - 24 AGE GROUP 8-11

EQUIPMENT: Volleyballs and net

COST: None

EVALUATION: Response of most students to the instruction was excellent. However, several students were extremely difficult to control and consequently detracted greatly from the overall success of the program. In all instances, it was the older children who presented the discipline problems.

RECOMMENDATIONS:

- (1) Separate classes for older children (5th & 6th graders)
- (2) Representation of parents (different ones each week) - At least two each week.

MINI-COURSE

COURSE: Baby Sitting DATE: 3-22-72

DESCRIPTION: Care of children while parents are gone.

OBJECTIVES: To give children an idea or how to care for infants and
younger children. What should be done if an accident
happens. To respect the home they are in.

SCHEDULE: Starting 2-22-72 Ending 3-28-72 Total weeks 6

NUMBER OF STUDENTS: AGE GROUP

EQUIPMENT: Diapers & pins

Doll

COST: None

**** **** **** **** -**** **** **** **** **** **** ****

✓ EVALUATION: In the 2 classes I had I found children in the age group
of 11 and above were more cooperative and interested in Baby sitting.
The children did enjoy this class because in learning a little about
how to care for children they looked forward to having a babysitting
job. In my personal opinion they should know something about the
care of little ones.

RECOMMENDATIONS: that 11 and 12 years old only take the course
and that brothers and sisters not take it together.

MINI-COURSE

COURSE: Ceramics DATE: March 7, 1972

DESCRIPTION: We try to teach coordination, patience, originality, keenness
of touch and sight plus pride in his work.

OBJECTIVES: We aim to teach the child that with patience he can create
a piece of work that shows his very own individuality thus
creating pride and eagerness to do well in other school
studies.

SCHEDULE: Starting 2-3-72 Ending Total weeks 6-8 weeks

NUMBER OF STUDENTS: 6-10 AGE GROUP 8 - 12

EQUIPMENT: Ceramic Mold - Slip - Cleaning tools - glazes and stains
- spray fix - sponges

COST:

**** ** *- **** ** ** ** **

EVALUATION: 99% of the children came to the class with a desire to
learn. The 2nd and 3rd graders were the most enthusiastic. We
loved working with this group because of their interest. We never
had any behavior problems with them as we did with a couple of the
older boys.

RECOMMENDATIONS: Helen Doucette helped with a class - this could be
worked into her art classes in future years. (On a small scale).

MINI-COURSE

COURSE: Spanish DATE: 12 May 1972

DESCRIPTION: First level of Spanish language. Basic conversation in
repetitive form.

OBJECTIVES: To expose the students to the Spanish language and its people.
To experience the use of oral language in a variety of situations.
To study basic structural patterns of the language. To interest the
student in the study of another language, thus enriching his life and
broadening his understanding of the world in which he lives.

SCHEDULE: Starting Nov Ending May Total weeks

NUMBER OF STUDENTS: 12 (first group) AGE GROUP 11 to 12
5 (second group)

EQUIPMENT: Text Course in Spanish ("La Familia Fernandez")
Visual material

COST:

**** *

EVALUATION: The students were receptive and responded very well. Some withdrew
after the second six-weeks session. New students joined the class. With a
smaller group we were able to cover more material during our 1/2 hr sessions and
everyone had an opportunity to participate in class. Twelve lessons of the text
were covered, plus additional visual material and everyday expressions. Some of
the students are able to read and comprehend the lessons on their own, to work Nov

RECOMMENDATIONS: That this course be offered to the students in a more frequent
basis, so learning can be done from day to day. As it is now, too many days
pass in between sessions therefore review of the lesson learned before is
absolutely necessary, thus precious time for the new material is lacking. That
a simplified version of this course be offered to the students in the lower
levels (3 - 4 - 5 grades). For the lower grades (K-1-2) an exposure of the
language could be accomplished with the use of cards or plain everyday expressions.

MINI-COURSE

COURSE: German DATE: May 1972

DESCRIPTION: An elementary approach to the German language with
emphasis on conversation.

OBJECTIVES: To expose children to the German language through
various aids.

SCHEDULE: Starting Oct 71 Ending May 72 Total weeks Approx 25

NUMBER OF STUDENTS: Approx 60 AGE GROUP 7 - 11

EQUIPMENT: Tape recorder, balls, construction paper, guitar, recipe
books, text books, slides.

COST: None

**** **** **** **** - **** **** **** **** **** **** ****

EVALUATION: The response was very good in some cases and not so good
in others. By the last term I had only 12 students who were very
interested and it was great! Any work was fun and the co-operation
was excellent!

RECOMMENDATIONS: German materials on a low level are difficult to
obtain. It would be nice to have one easy series of records
available.

MINI -COURSE

COURSE: Knitting DATE: 10 March 1972

DESCRIPTION: Basic methods in knitting, with more detail instruction
for progressing students.

OBJECTIVES: To interest in creativity, in use of the hands, a
relaxing activity, especially for the child who
finds it difficult to sit still.

SCHEDULE: Starting Oct. Ending May Total weeks 32

NUMBER OF STUDENTS: 17 AGE GROUP 8 - 10 yrs.

EQUIPMENT: Needles and yarn

COST: _____

**** *

EVALUATION: The age groups that showed the most overall enthusiasm
to learn the craft were second and third graders. They were eager
to learn and the interest stayed through the school year.

RECOMMENDATIONS: I recommend that the class be continued next year,
and if possible, have one mother - instructor for every four to
six students. This enables the child to have the supervision
needed in knitting class.

MINI-COURSE

COURSE: Guitar DATE: May 1972

DESCRIPTION: Elementary presentation of basic chords, strums and note reading.

OBJECTIVES: To give students the opportunity to see if such an instrument would interest them.

SCHEDULE: Starting Oct 71 Ending May 72 Total weeks 25

NUMBER OF STUDENTS: Approx. 19 AGE GROUP 7 - 11

EQUIPMENT: _____

COST: None

**** * - **** * * * * * * * * * *

EVALUATION: It is hard to evaluate this class because of the number of students involved. 19 students in a guitar class is many too many. Once the guitars were tuned things went quite smoothly and they helped each other. The class was great for naturally musical students but the size didn't give me enough time to work with the others enough.

RECOMMENDATIONS: _____
Five students per class. A larger area so students can practice on their own.

A P P E N D I X B

BELLEVUE PUBLIC SCHOOLS

BOX 458

BELLEVUE, NEBRASKA 68005

May 9, 1972

Dear Parents,

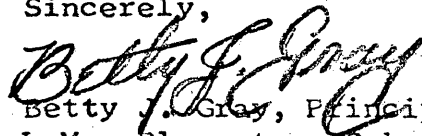
The objectives of CECIL- Creating an Environmental Center for Instructional Learning are to: (1) give children new interest areas; (2) help children find success in areas unrelated to the academia; (3) utilize the community's strengths and (4) encourage communication and interaction between school and community.

This program has become an important part of our educational planning. Your assistance is vital for improving and evaluating this program.

I am working with the University of Nebraska at Omaha to evaluate the CECIL program by making a random sample of our community using the attached questionnaire. It will be appreciated if you will complete the questionnaire prior to 26 May 1972. A summary of the findings will be made available to you in September.

Please allow me to thank you in advance for your cooperation and assistance in returning the completed questionnaire to my office. Feel free to call me for additional information at my office. (291-8171)

Sincerely,


Betty J. Gray, Principal
LeMay Elementary School

BJG:fg

CREATING AN ENVIRONMENTAL CENTER FOR
INSTRUCTIONAL LEARNING

TEACHER QUESTIONNAIRE

Please select the answer that best describes your feelings and circle. Feel free to make comments.

BECAUSE OF CECIL:

1. I have seen an increase of interest with students in the academic area.

Yes (6) Somewhat (5) No (1)

2. I have had more time to help individuals because of the reduced class enrollment.

Yes (9) Somewhat (3) No (0)

3. I have been encouraged to develop new interest in class activities when planning and scheduling.

Yes (8) Somewhat (4) No (0)

4. My teaching philosophy has changed.

Yes (6) Somewhat (5) No (1)

5. I have met more parents.

Yes (6) Somewhat (5) No (1)

6. I have been able to change poor attitudes toward better ones.

Yes (10) Somewhat (2) No (0)

7. My academic lesson plans are arranged to make it possible for all children to experience some kind of success.

Yes (12) Somewhat (0) No (0)

8. I feel that parents involvement in the school program play a vital role in a child's attitude.

Yes (11) Somewhat (1) No (0)

9. Communication with parents has been more eventful.

Yes (7) Somewhat (3) No (2)

10. Communication with the student has been made easier in relating his academic subjects to the real world.

Yes (4)

Somewhat (8)

No (0)

11. List in order of preference those things which you think CECIL is accomplishing with mini- courses. Use one as being that which you believe to be the strongest accomplishment and seven as your weakest.

- ___ The interest a student develops
- ___ A relaxed social environment
- ___ A way of motivating a student
- ___ A leisure-time activity
- ___ The child's feeling of success
- ___ An activity that would be of value later in life
- ___ A better healthier attitude toward school
- ___ Parent involvement caused student interest
- ___ Teacher involvement caused student interest
- ___ A change of attitude in your way of teaching
- ___ It is possible to learn and have fun at school
- ___ CECIL is a way of relating to the children that education is real and meaningful
- ___ Other _____

12. List those things that would help improve the program.

13. In your opinion should CECIL be continued as a vital part of LeMay's total curriculum program next year?

Yes (12)

No (0)

CREATING AN ENVIRONMENTAL CENTER FOR
INSTRUCTIONAL LEARNING

PARENT QUESTIONNAIRE

Please indicate your answer by circling the appropriate response.
Feel free to make comments.

1. The age level of your children is/are:

5-7	11-13
8-10	over 14

2. The number of children in your family:

1-2	3-4
5-6	7 or more

3. Do you volunteer your time for special organizations such as
the hospital, church or school?

Yes	No
-----	----

4. If the answer is yes, how many hours do you volunteer?

1-2	3-4
5-6	7 or more

5. Are you a volunteer at school?

Yes (36)	No (15)
----------	---------

6. Have you had the opportunity to volunteer for school activities?

Yes	No
-----	----

7. If no, why not? _____

8. Do you know what the CECIL program is about at LeMay?

Yes (40)	No (2)	Somewhat (7)
----------	--------	--------------

9. If the answer is no, have you tried to find out?

Yes	No
-----	----

10. Have you visited any of the CECIL mini-courses?

Yes (13)	No (36)
----------	---------

11. If no, why not? _____

12. Have you noticed a change of attitude toward school this year?

Yes (28) Somewhat (11) No (10)

13. Has this change of attitude been:

Good (24) Somewhat (4) Bad (4) No change (17)

14. Have you notice an increased interest in your child's academic achievement?

Yes (26) Somewhat (15) No (8)

15. Have you noticed a social improvement in his best interest?

Yes (22) Somewhat (19) No (8)

16. Has he felt a feeling of being worthwhile or successful?

Yes (32) Somewhat (15) No (2)

17. Is your child persuing the activities learned at home?

Yes (21) Somewhat (15) No (6)

18. Has he whown more interest in activities at home?

Yes (21) Somewhat (15) No (13)

19. Please list in order of preference those things you like most about the mini-courses your child attended. Use one as being that which you liked best and seven the one least liked.

____ His work became more real and meaningful
____ The activity
____ Your child found a feeling of success
____ Your child was learning a leisure-time activity
____ The activity learned would be of value later
____ His academic work in the classroom improved
____ School became a fun place for learning
____ Other _____

20. List those things which to did not like about CECIL.

21. Have you been satisfied with what your child has learned?

Yes (41) Somewhat (8) No (2)

22. Should CECIL continue as part of LeMay's curriculum program?

Yes (44) No (5)

CREATING AN ENVIRONMENTAL CENTER FOR
INSTRUCTIONAL LEARNING

STUDENT QUESTIONNAIRE

Please select the answer that best describes your feelings and circle. Please feel free to write in comments.

1. Were you satisfied with the mini-courses you attended?

Yes (147) Somewhat (2) No (0)

2. Is your feeling about school different from last year?

Yes (73) Somewhat (57) No (29)

3. How do you feel about going to school each day?

I look forward to it. (93)
I am indifferent. (63)
I dislike going. (3)

4. Do you think that your involvement in the mini-courses has helped you in your attitude toward school?

Yes (92) Somewhat (57) No (10)

BECAUSE OF CECIL'S MINI-COURSES:

5. My study habits have

Improved (55) Become worse (4)
Stayed about the same (75) Don't know (25)

6. I have developed more responsibility.

Yes (84) Somewhat (62) No (12)

7. I know my teachers better.

Yes (82) Somewhat (65) No (12)

8. I have been motivated to study my subjects in greater depth.

Yes (93) Somewhat (57) No (9)

9. I know I can do things that were worthwhile where books aren't needed.

Yes (91) Somewhat (58) No (10)

10. I have a chance to be creative.

Yes (96) Somewhat (61) No (2)

11. I have learned to study using other resources besides my textbooks.

Yes (89) Somewhat (46) No (0) Don't know (24)

12. I have learned to work with other students better.

Yes (78) Somewhat (58) No (6) Don't know (17)

13. I think mini-courses are

Worthwhile (127) Never worthwhile (3)
Somewhat worthwhile (18) Don't know (11)

14. I think that by attending the mini-classes I learn

Better (114) Not as well (5)
About the same (16) Don't know (24)

15. The classes I like best are: _____

16. Please put: A by those statements you like best
 B by those statements you like next
 C by those statements you like the least
 D by those statements you don't know

MINI-COURSES HAVE HELPED:

_____ make school a lot more fun.
_____ make my math and reading easier to learn.
_____ me to make more friends.
_____ to give me a hobby or an interest.
_____ me to realized that I can do more things.
_____ me to understand my teachers better.
_____ me to improve my attitude in class.
_____ me realize that other people like school too.
_____ Other _____

17. I don't like mini-courses because _____

18. Would you like to see the mini-courses continue next year?

Yes (154) No (5)

19. If no, why not? _____

CREATING AN ENVIRONMENTAL CENTER FOR
INSTRUCTIONAL LEARNING

CECIL VOLUNTEER QUESTIONNAIRE

Please indicate your answer by circling the appropriate response. Feel free to make comments.

1. Do you feel you understand the CECIL program?

Yes (9) Somewhat (3) No (6)

2. Do you feel the CECIL program is achieving its goals?

Yes (12) Somewhat (0) No (0)

3. Were you a volunteer at LeMay before you became a CECIL instructor?

Yes (4) No (8)

4. Are you more involved in more school activities?

Yes (12) No (0)

5. Have you found that your involvement with the CECIL program has helped you to understand children better?

Yes (8) Somewhat (3) No (1)

6. Has your involvement enriched your life in some way?

Yes (9) Somewhat (3) No (0)

7. Do you feel that the students you have worked with are learning?

Yes (10) Somewhat (2) No (0)

8. Have you noticed changes of attitudes with some students?

Yes (9) Somewhat (3) No (0)

9. Has working with the CECIL program given you and understanding of your own children?

Yes (8) Somewhat (3) No (1)

10. Has working with the CECIL program helped you to make more friends or contacts?

Yes (8)

Somewhat (3)

No (1)

11. List in order of preference those things you like most about your involvement with CECIL. Use one as being that which you liked the best and seven the least liked.

- ☐ Working with children
- ☐ A satisfaction of accomplishment
- ☐ A feeling of being worthwhile and a part of
- ☐ An insight into knowing children
- ☐ A desire to help children develop worthwhile attitudes
- ☐ To bring school and community closer together
- ☐ To help children find ways of success and accomplishment now and later on in life
- ☐ Other _____

12. List the things you did not like.

13. In your opinion should CECIL be continued as a vital part of LeMay's curriculum program next year?

Yes (12)

No (0)

14. If no, why not? _____

15. Would you participate again next year?

Yes (9)

No (8)

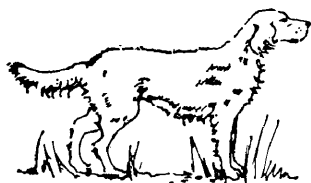
16. If no, why not? _____

Moving

nt your
 ne here
 v old are you?
 en is your birthday?
 de Date
 ool Teacher

VOCABULARY SAMPLES

A.



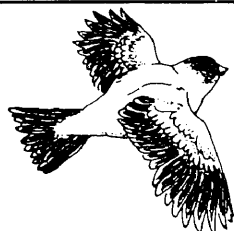
did

egg

dog

two

B.



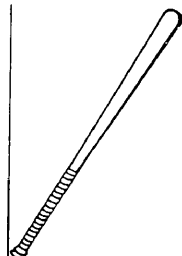
bed

swim

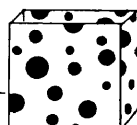
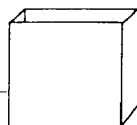
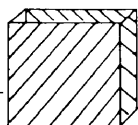
milk

fly

COMPREHENSION SAMPLES



A. Where is the baby?



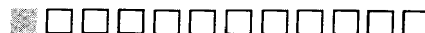
B. The white box is on the shelf.

A
FORM 1

GATES— MACGINITIE READING TESTS

PRIMARY A, FORM 1

Vocabulary and Comprehension



TEACHERS COLLEGE PRESS
 TEACHERS COLLEGE
 COLUMBIA UNIVERSITY
 NEW YORK

To the Teacher:

BE SURE to follow the directions
 in the Manual (included in each
 test package) when giving these
 tests. The directions will tell you
 how to explain the tests and
 how to work the sample items
 with the students. Allow the ex-
 act time specified in the Manual.

VOCABULARY

Number correct

Standard score

Percentile score

Grade score

COMPREHENSION

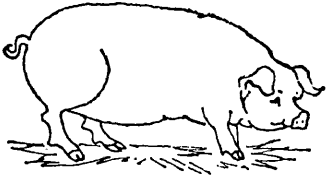
Number correct

Standard score

Percentile score

Grade score

1.



all

pig

eye

fly

2.

4

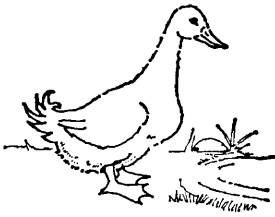
foot

soup

door

four

3.



duck

fish

face

rock

4.



made

ball

girl

cent

5.



bird

bring

fire

hard

6.



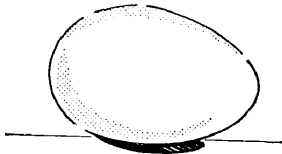
made

ball

play

baby

7.



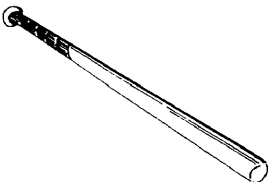
had

egg

eat

not

8.



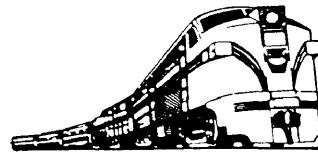
boy

cow

arm

bat

9.



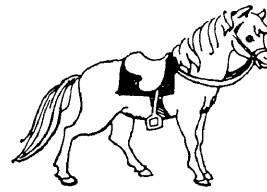
tree

draw

again

train

10.



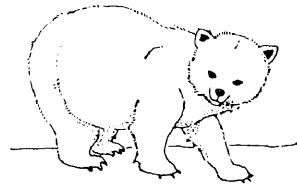
pair

puppy

pony

money

11.



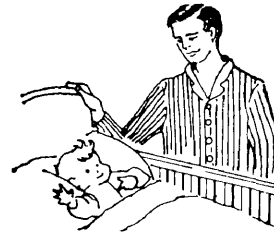
bell

bear

star

reach

12.



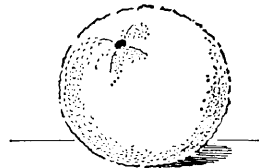
father

match

fanning

winter

13.



oven

oxen

orange

change

14.



help

will

been

believe

15.



say

out

pig

sit

16.



wolf

tall

work

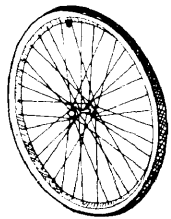
wood

17.



frog flag
floor clap

18.



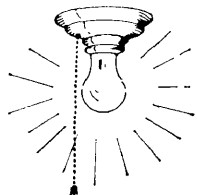
wheel wheat
what smell

19.



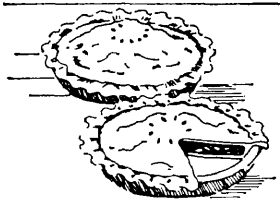
cook took
roof clock

20.



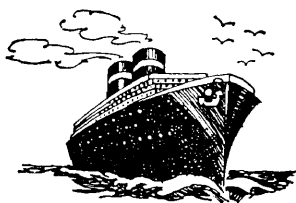
fight lost
light lifts

21.



pies rock
pick pink

22.



lip stop
ship shoe

23.



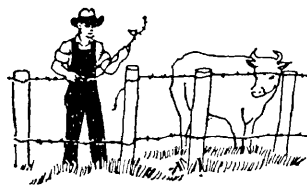
liking walking
wanting talked

24.



ride hide
hill made

25.



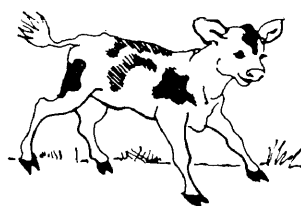
forty warmer
farmer falling

26.



stocking standing
splash something

27.



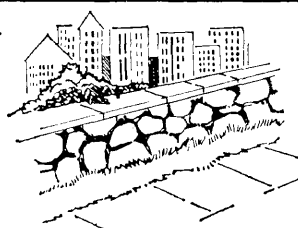
hall call
cart calf

28.



wolf tail
take ship

29.



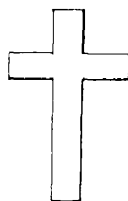
wall want
talk roll

30.



bite wishes
wing write

31.



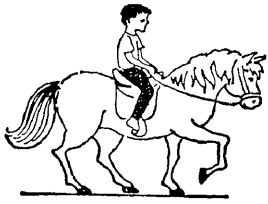
grass cross
loss crow

32.



rock rope
hose rose

33.



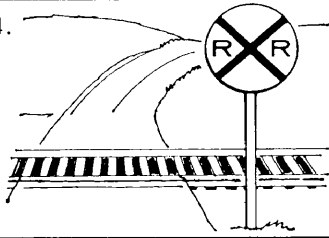
raining

river

riding

hiding

34.



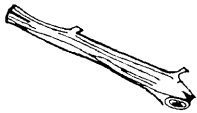
railroad

railing

rib roast

rainbow

35.



shake

late

stick

skate

36.



family

fair

pairs

fairy

37.



dance

daisy

prince

down

38.



stone

stand

stay

alone

39.



doctor

dollar

donkey

dolly

40.



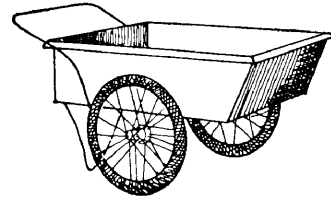
ambulance

American

adventure

astronaut

41.



card

can't

part

cart

42.



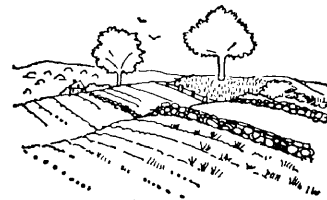
lamb

camp

comb

come

43.



hand

land

fans

lays

44.



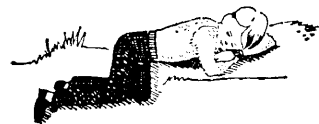
fans

back

mice

face

45.



fix

lip

lie

tie

46.



point

prison

poison

drown

47.



neighbor

migration

mosquito

microscope

48.

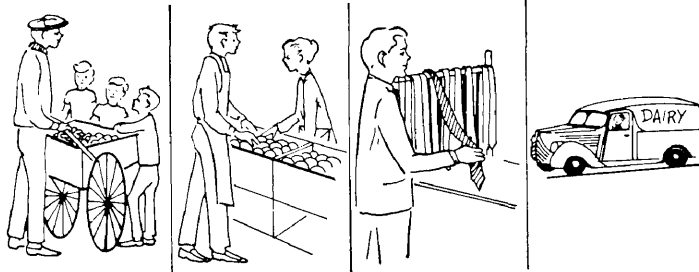


accept

accident

addition

sandwich



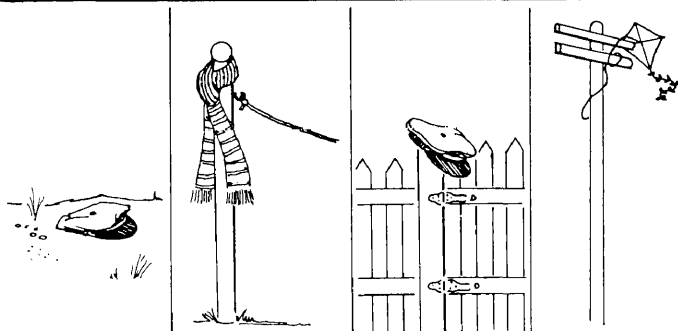
27. Every fine day Mr. Blake brought his cart to the corner. He sold peanuts and popcorn. After school, the boys often stopped to buy something. They often stayed for awhile to talk to Mr. Blake.



28. "Always wash your hands before eating," said Mother. One boy is doing what his mother told him to do.



29. This elephant is in a circus. He does funny things to make the children laugh. The children give him peanuts.



30. The strong wind during the storm had blown his new cap off the line. There it was on the gate post.

GUPPIES
FOR
SALE

BEWARE
OF
DOG

FALLING
ROCK

DOG
BISCUITS

31. Which shows a sign that tells you to watch out for an animal?

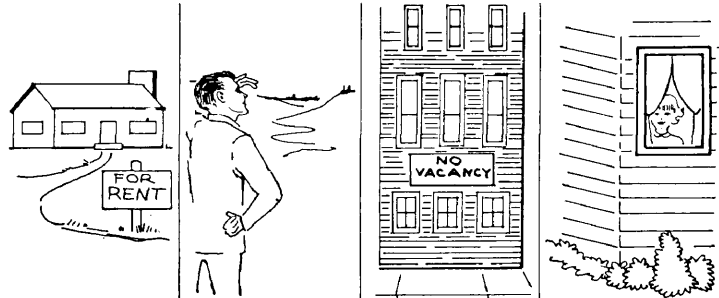
Restaurant

SHOES

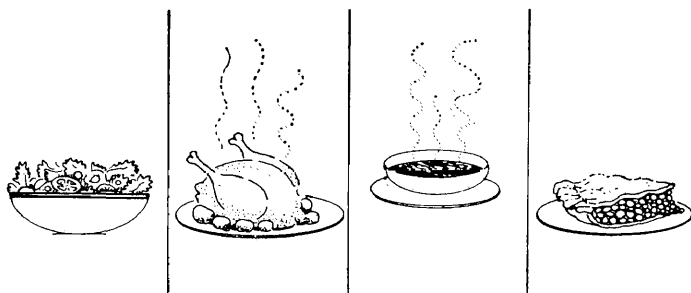
BUTTER
and EGGS

Dry Cleaners

32. Father should have his coat cleaned. He dropped some butter on it when he was eating. Where does Father need to go?



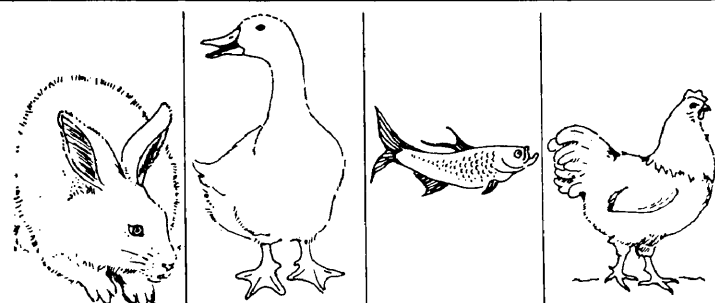
33. A man was looking for a house to live in. He passed many houses. Then he saw one which he might rent. He went into this house. Which house did he go into?



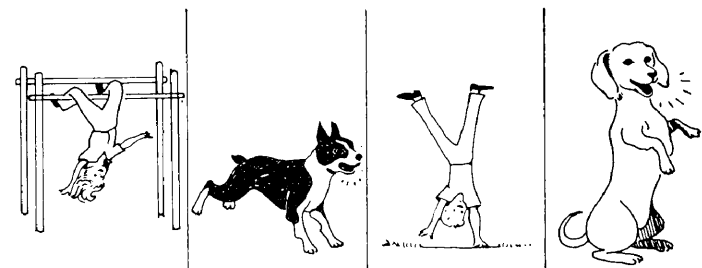
34. We had a big Thanksgiving dinner. First came soup and then turkey with vegetables. Last came pie and cheese. What was the first thing we ate?



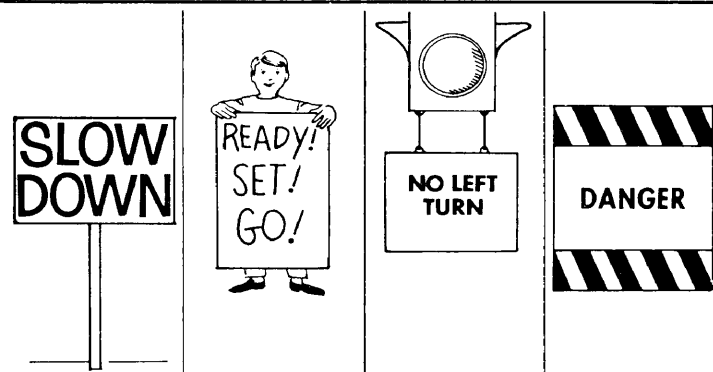
19. This boy is buying tickets to a movie.



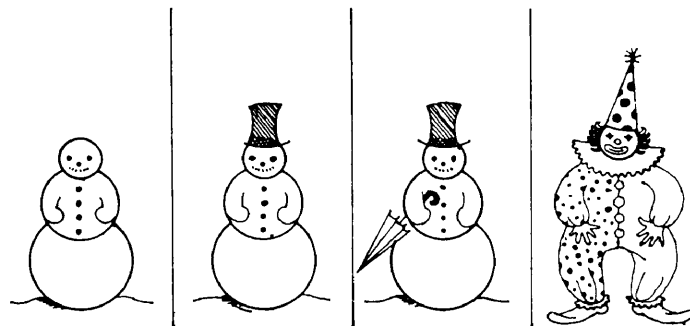
20. The rabbit and the hen live on land. The fish lives in the water. The duck lives near the water. Which picture shows what lives in the water?



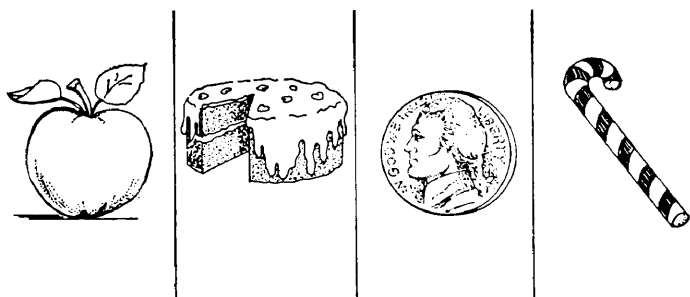
21. The dog that lives next door has learned several tricks. His latest trick is to sit up on his two hind legs and bark when he wants something to eat. Which trick has he just learned to do?



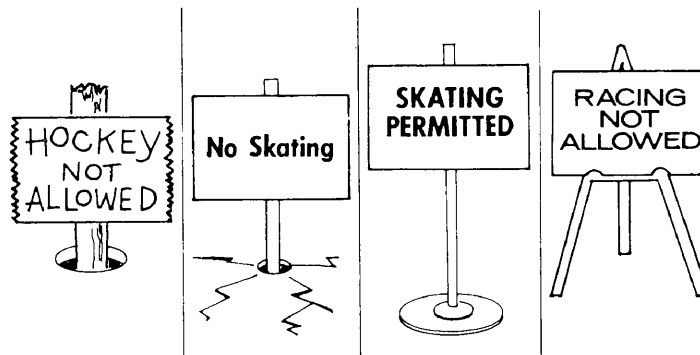
22. Mark the sign that means you should not turn left.



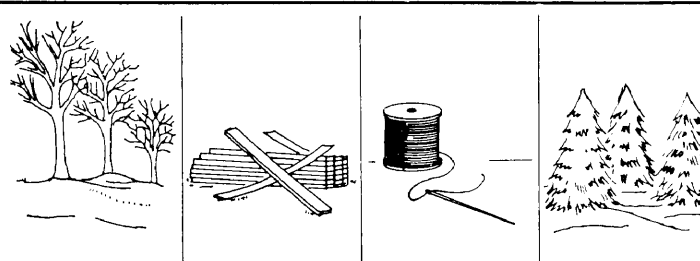
23. The snowman that lasted longest was the one that Jack made. It had four buttons, an umbrella, and a tall black hat.



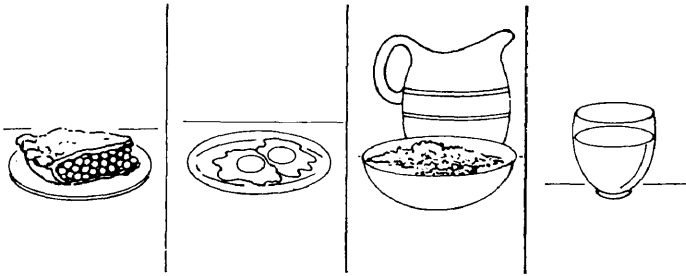
24. A boy had five cents. He went to buy some candy. On the way to the store he saw some big apples for sale. He got an apple. What did the boy get with his money?



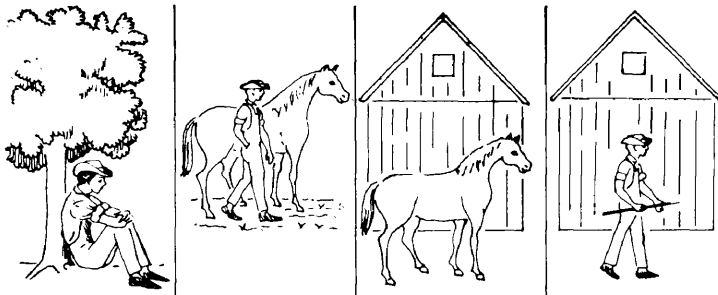
25. Which sign means that skating is not allowed?



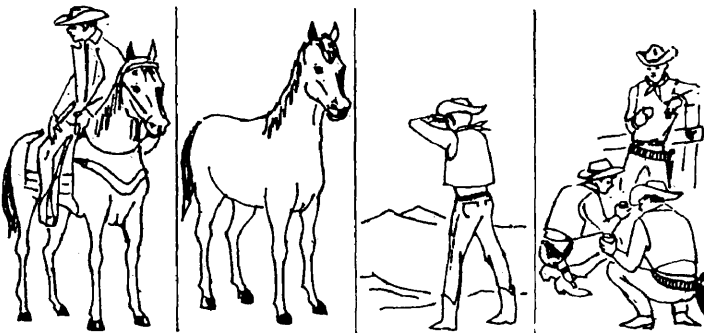
26. Firs, pines, and spruces are called evergreens because their needles stay green all year. These evergreen trees make good Christmas trees. They keep fresh for a long time after they have been cut.



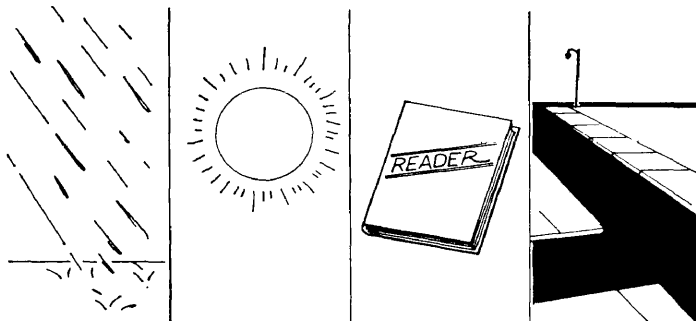
11. For breakfast he wanted a couple of fried eggs.



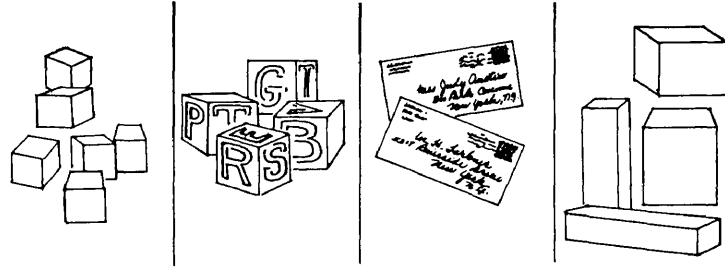
12. The farmer is walking near his barn.



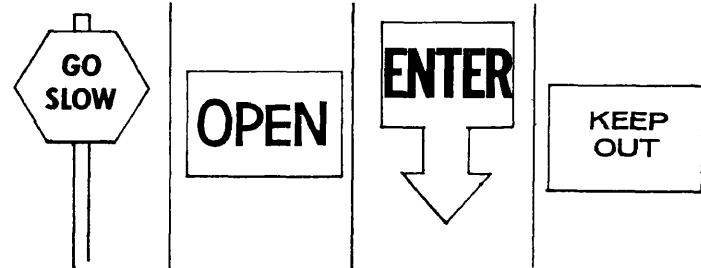
13. This cowboy has lost his horse.



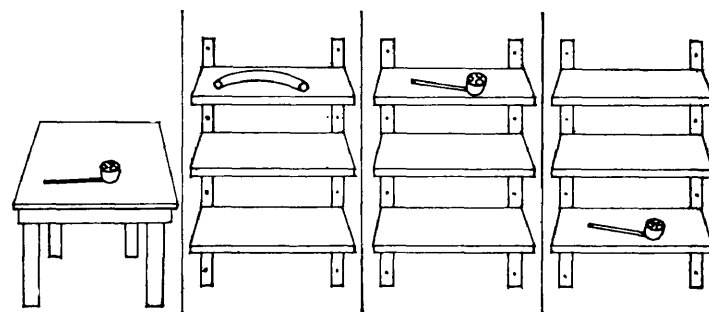
14. What will make the streets wet?



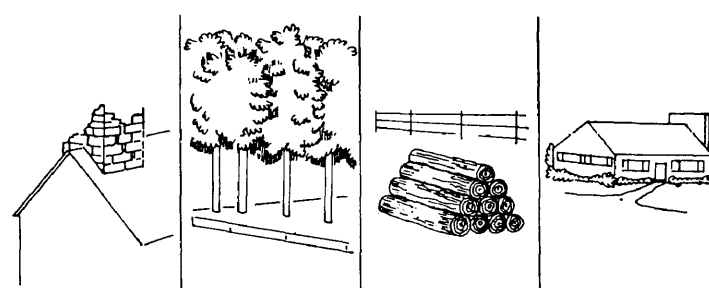
15. These blocks have letters on them.



16. Mark the picture of the sign that tells you not to go in.



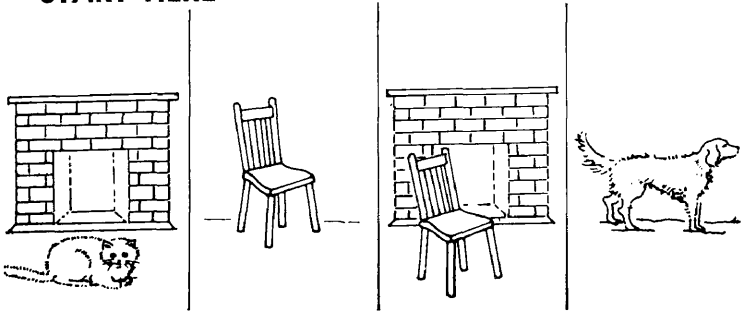
17. His best bubble pipe was on the top shelf.



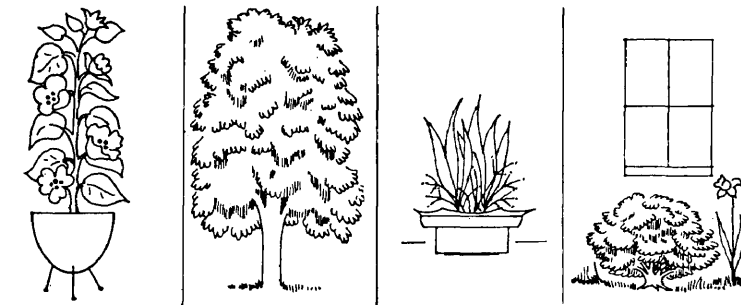
18. A strong wind caused damage to the chimney of our house.

Comprehension

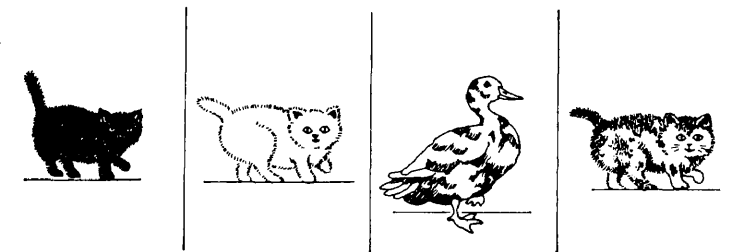
START HERE



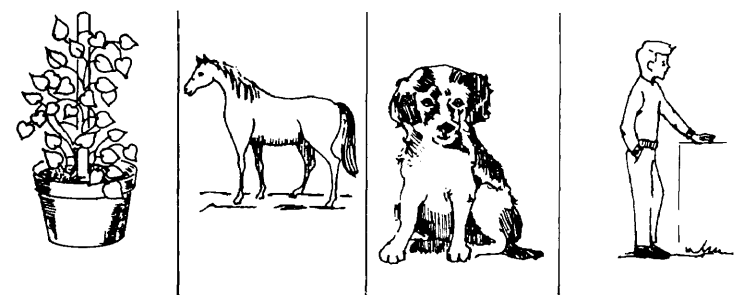
1. Mark the cat.



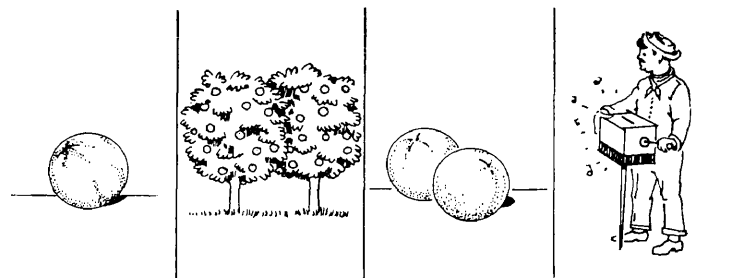
2. Which is the big tree?



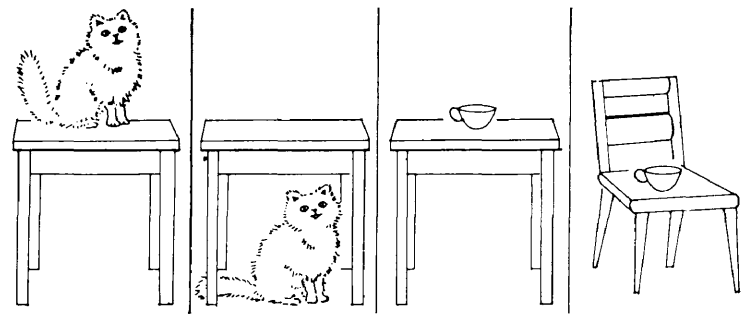
3. Here is the white kitten.



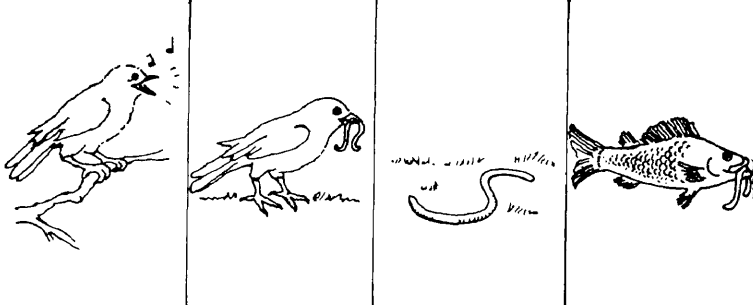
4. This is a boy.



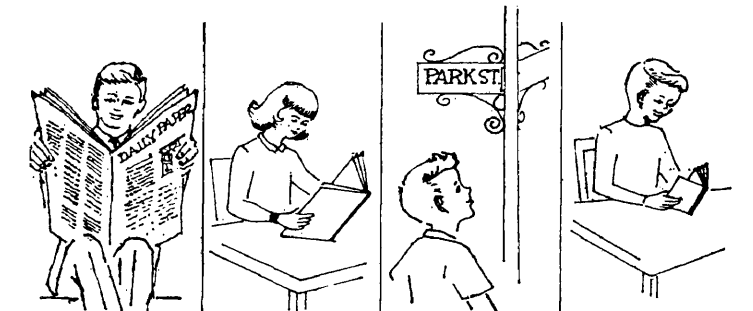
5. Here are two oranges.



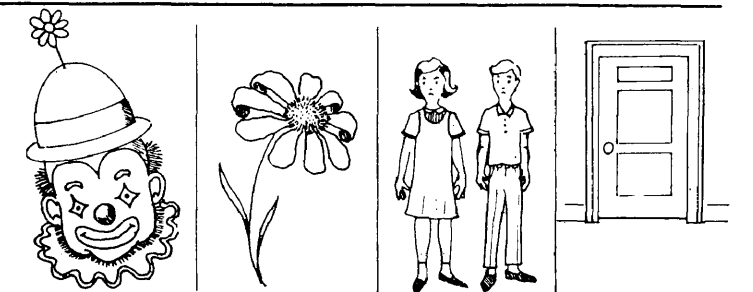
6. The cat is sitting on the table.



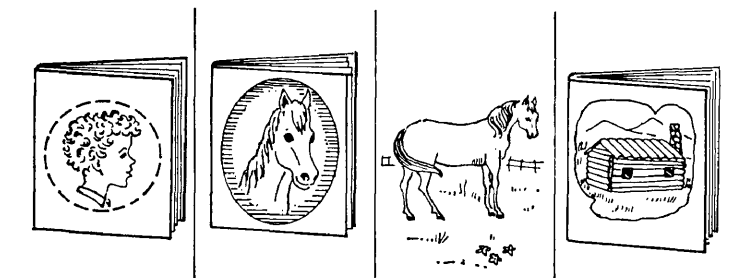
7. Mark the bird with a worm.



8. Who is reading from a little book?



9. What made the children laugh so hard?



10. The book she wanted was about horses.

nt your
ne here

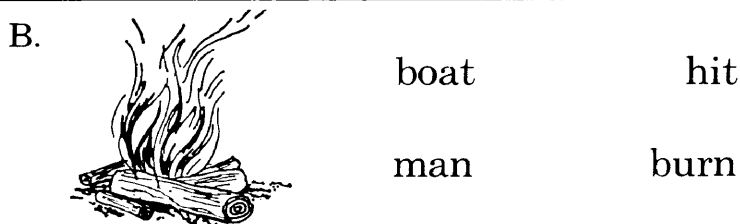
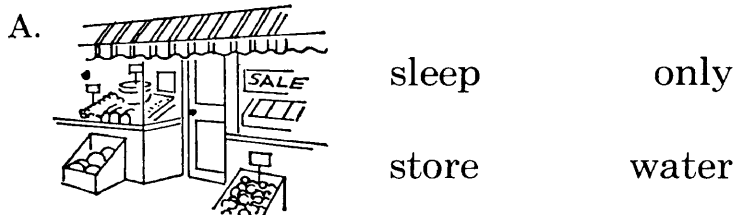
w old are you?

en is your birthday?

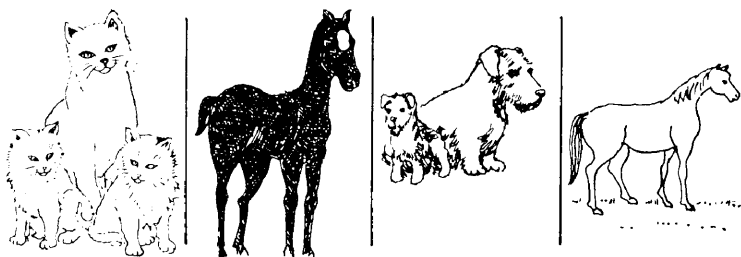
de Date

ool Teacher

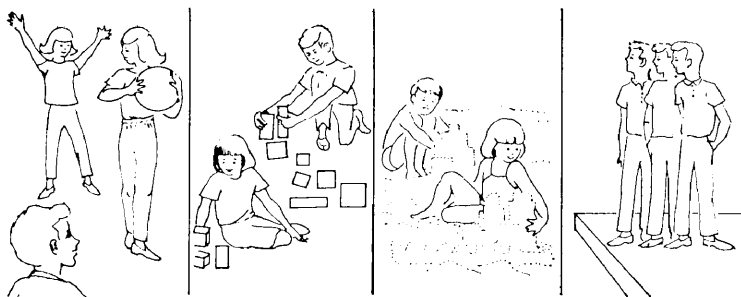
VOCABULARY SAMPLES



COMPREHENSION SAMPLES



A. Where is the black pony?

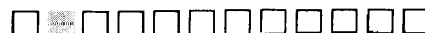


B. The children are making sand castles.

GATES— MACGINITIE READING TESTS

PRIMARY B, FORM 1

Vocabulary and Comprehension



TEACHERS COLLEGE PRESS
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

To the Teacher:

BE SURE to follow the directions in the Manual (included in each test package) when giving these tests. The directions will tell you how to explain the tests and how to work the sample items with the students. Allow the exact time specified in the Manual.

VOCABULARY

Number correct

Standard score

Percentile score

Grade score

COMPREHENSION

Number correct

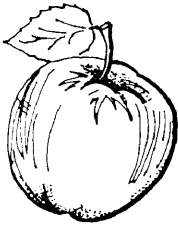
Standard score

Percentile score

Grade score

START HERE

1.



paper

apple

land

been

2.



farmer

party

inch

paint

3.



pebble

stumble

asleep

address

4.



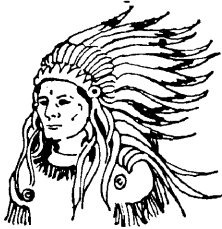
overcoat

overthrow

overhead

oyster

5.



March

indeed

sudden

Indian

6.



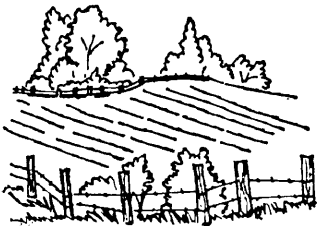
tooth

through

incisive

truth

7.



room

friend

warm

field

8.



shamble

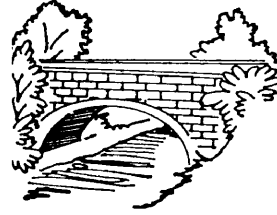
shark

sheer

hark

Vocabulary

9.



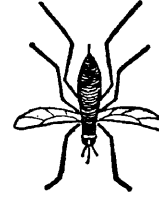
bridge

charg

bright

escap

10.



insect

meri

inquire

author

11.



dinosaur

sausag

diners

downstair

12.



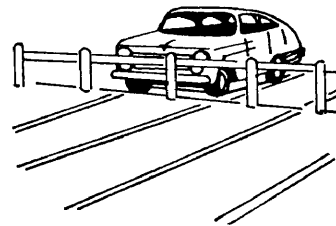
bald

badg

beau

ridg

13.



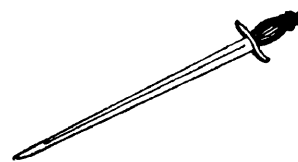
parade

cardboar

parking

carvin

14.



loose

swi

worse

swor

15.



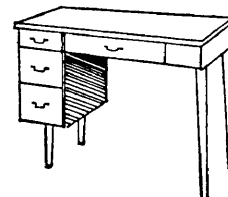
smooth

stea

smell

vesse

16.



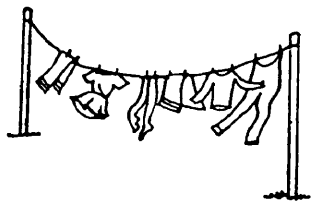
check

des

flesh

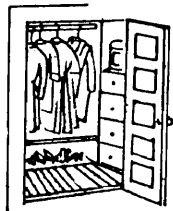
deser

7.



pantry launch
laundry lavish

8.



cloudy cluster
closet differ

9.



neglect saddle
needle seldom

10.



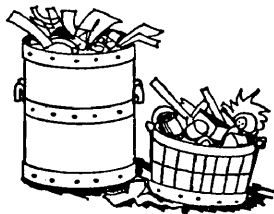
joke juice
crime jewel

11.



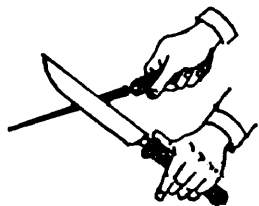
valley village
snow parson

12.



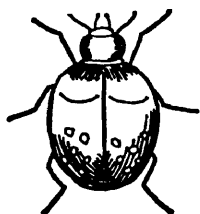
thankful trust
ranch trash

13.



shatter shave
sharpen servant

14.



beetle beguile
beet bridle

25.



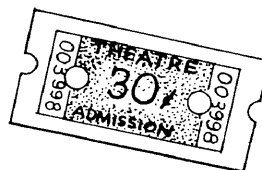
stubborn marble
stumble stately

26.



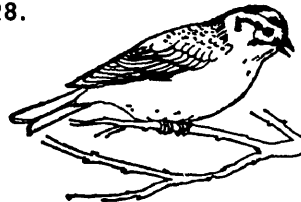
pillow block
pilot double

27.



tricky thicker
rocket ticket

28.



squirrel sparrow
progress sparkle

29.



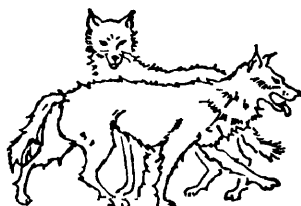
shout shoved
shoulder possible

30.



amount announcer
northwest narrow

31.



wizard wove
wolves whereof

32.



musician physician
museum mysterious

33.



dust good-by
address goddess

34.



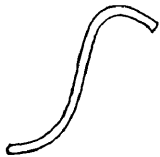
harbor annual
anchor appetite

35.



weave military
mystery mirror

36.



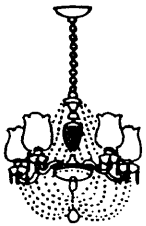
shove cure
curve cover

37.



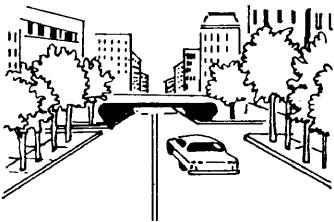
banjo bandage
blanket bandit

38.



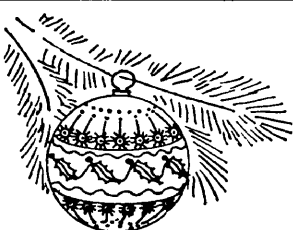
chocolate chandelier
chimpanzee chiffonier

39.



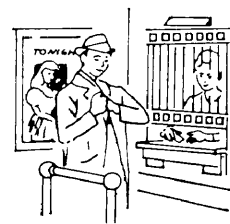
avenue answer
boulder arrow

40.



settlement ordinary
innocent ornament

41.



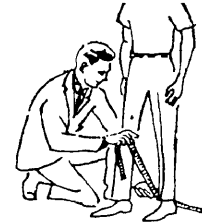
throat threaten
fever theater

42.



physician position
pillow thirteen

43.



tailor plumber
trailer sailor

44.



symposium syndicate
symphony sycamore

45.



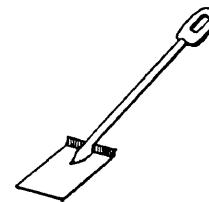
advertise admiralty
moral affirm

46.



doughnut dormitory
drawbridge donation

47.

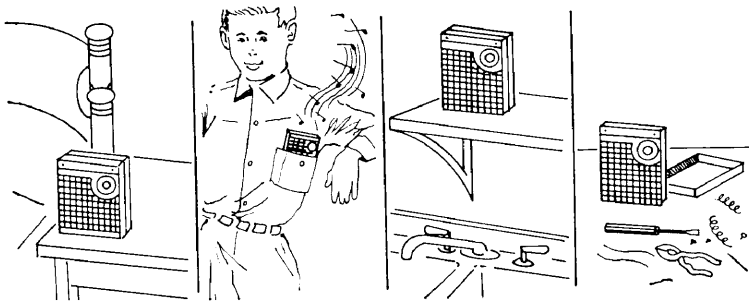


spoke shade
spark spade

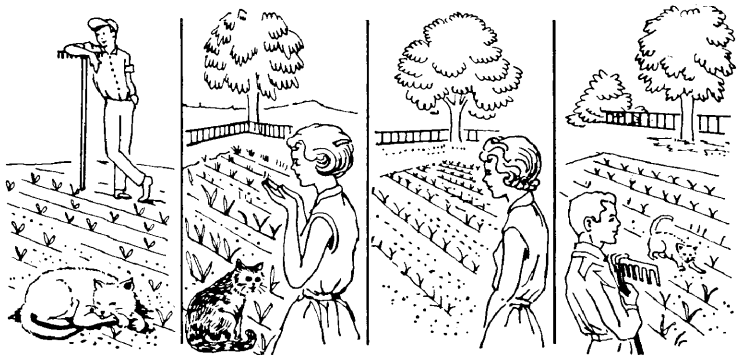
48.



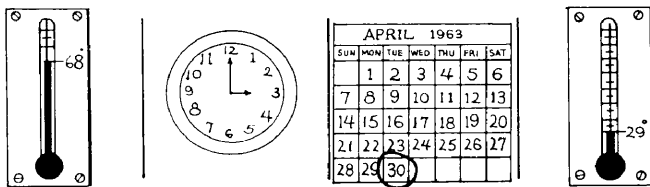
medical medallion
model meddle



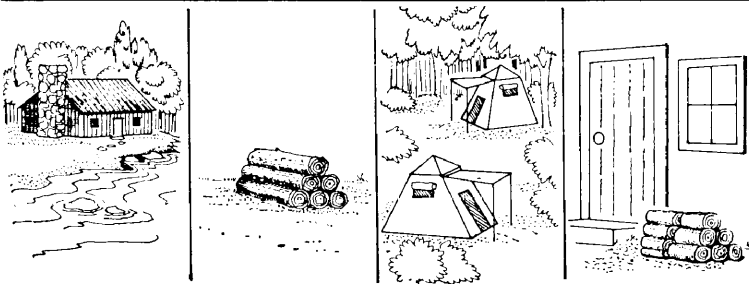
27. When Bill first got his little transistor radio, he carried it with him wherever he went. Now he usually leaves it at home on his bedside table. Mark the picture which shows where Bill usually leaves his radio now.



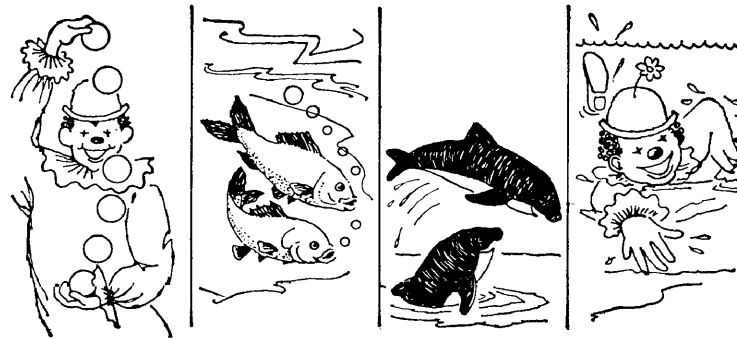
28. When Kathy came in, she told her family that there was a strange cat in the garden. Her mother went out to look, but the cat had disappeared.



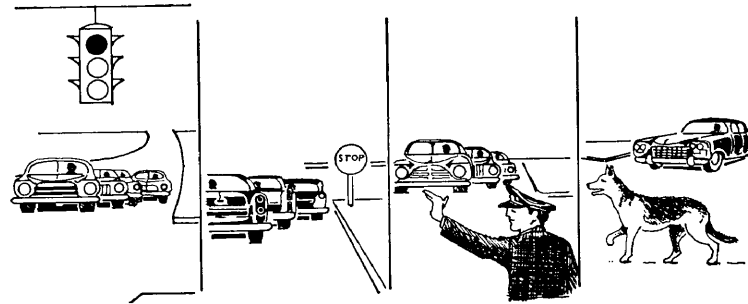
29. Orange growers watch the weather carefully. In Southern California, there are a great many oil burners ready in case the winter weather turns cold. These oil burners are called smudge pots. They give enough heat to protect the fruit if the temperature drops below the danger point of thirty degrees. What shows that the temperature is below the danger point?



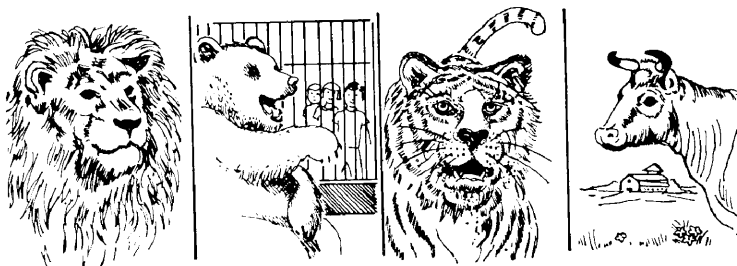
30. When they reached their summer cabin, the Smiths were happy to see a woodpile near the back door. This meant that they could quickly start the two fires—one in the open fireplace and one in the wood-burning kitchen stove.



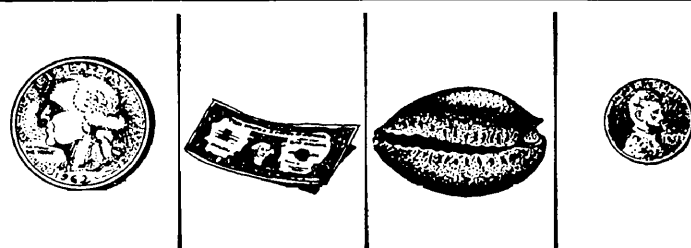
31. The porpoise is so playful that people often call it a clown. When you watch a porpoise, it does seem to be grinning and doing tricks.



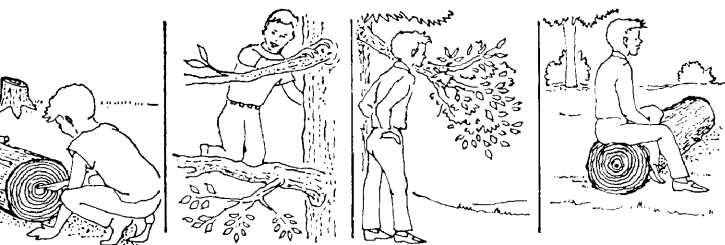
32. At some busy intersections, a policeman directs traffic. At others, the traffic is controlled by traffic lights that change color automatically. Mark the picture that shows automatic traffic control.



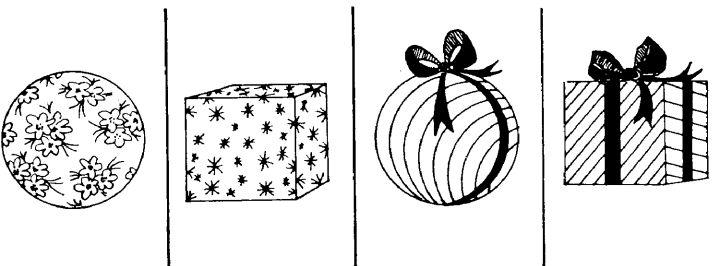
33. Hundreds of years ago, certain animals like the horse, cow, and sheep were tamed and put to work by man. Such animals are known as "domestic" animals. Other animals, like lions, tigers, and bears, still remain wild. Which is a domestic animal?



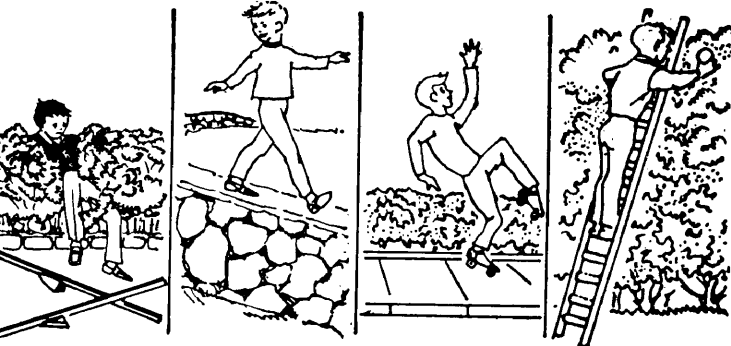
34. The earliest kinds of money were valuable objects which could be carried around and traded very easily. Shells, precious stones, and even salt were early, simple kinds of money. Now we use valuable metals and we make them into disks or coins. Which is an early form of money?



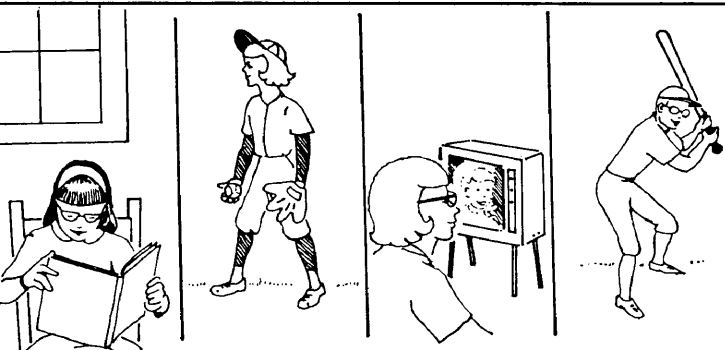
19. Look at a tree trunk that has been cut with a saw, and you will see tree rings. Rings close together mean that the tree didn't grow very much in the dry years. Rings wide apart tell of fast growth in the wet years. You can tell how old the tree is by counting all the rings. Which boy is trying to find out the age of a tree?



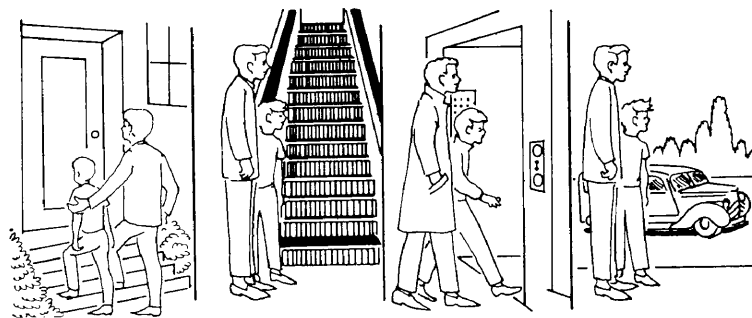
20. Her birthday present looked beautiful. It was wrapped in striped paper and there was a large bow in the middle of the package. She could tell by the shape of the package that the present must be something round.



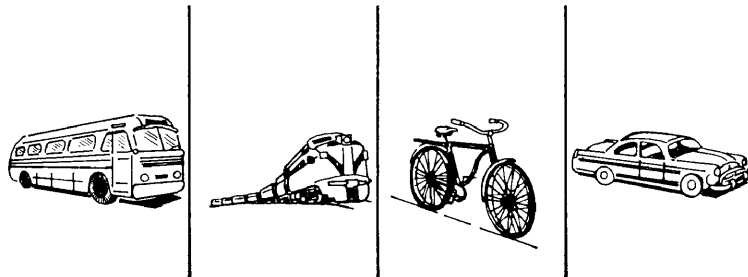
21. As soon as Joe finished making his stilts, he practiced walking on them. The first time he fell, he wasn't hurt, but the second time he was scratched by the hedge.



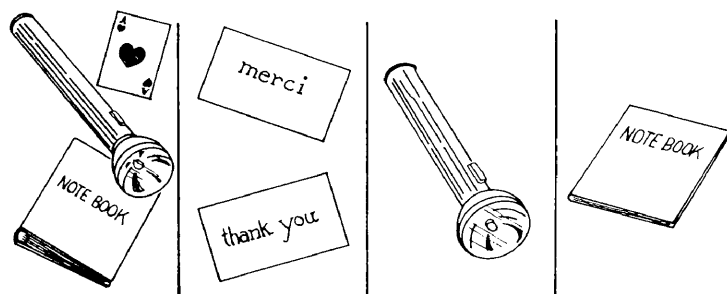
22. Dorothy needed to wear her glasses for reading, but not when she pitched for the baseball team. Which picture shows where she did not need to wear her glasses?



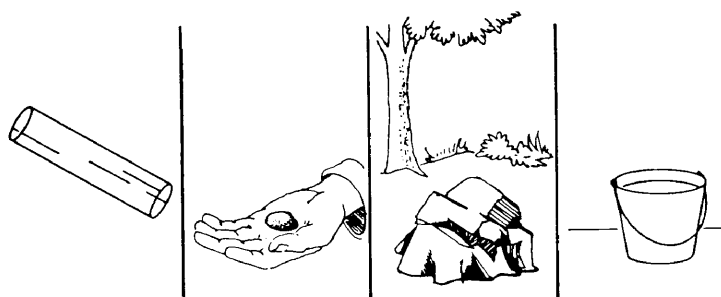
23. Tom is making his first visit to a big city store. He is watching the moving stairs. His father is telling him that they are called escalators and that he should hold the handrail when he rides.



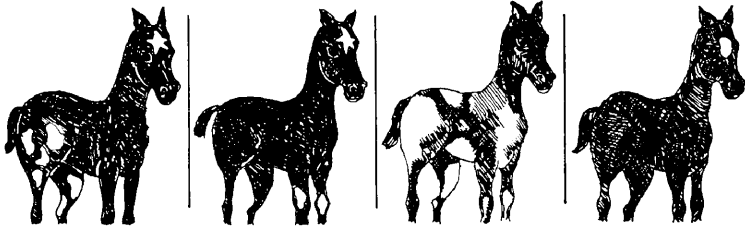
24. Our new neighbors have four boys. Ronnie, the youngest, goes to school by bus. Mike and Kim, the twins, ride their bicycles to the new junior high. Ben, the oldest, goes away to college. How does Kim go to school?



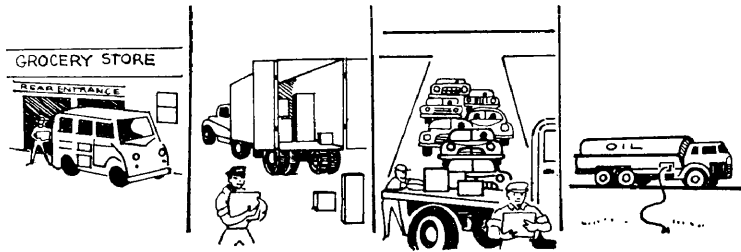
25. When you study another language, you may use cards to help you learn new words. They are called "flash cards." On one side is the word in English. On the other side the word is in the foreign language.



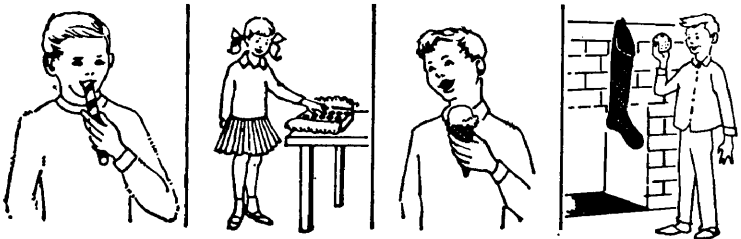
26. There are many different kinds of rocks. Some are sharp-edged. Some have been worn smooth by water. Some are hard, and some are soft and crumble easily into sand. Which rock has been worn smooth by water?



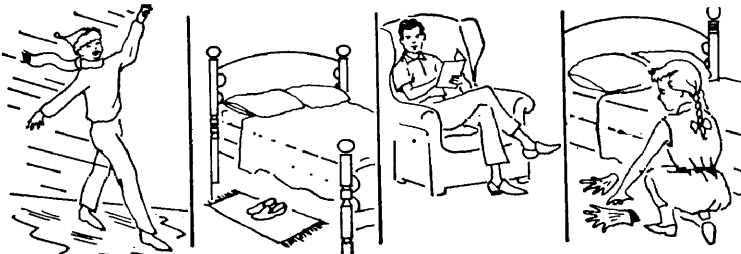
11. It was a black colt, all black except for a white star on its forehead and a little white mark on each front leg. The family decided to call it Star.



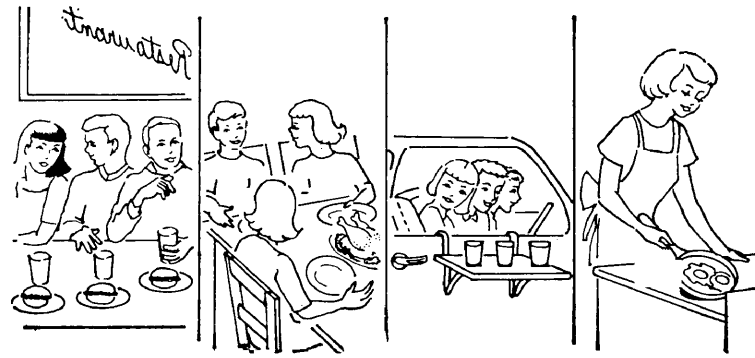
12. The men were unloading the truck. It was a busy street and the traffic was heavy. Cars were stopped and their drivers were waiting.



13. The candy that he was eating was peppermint. It was the end of the candy cane that he had found in his Christmas stocking.



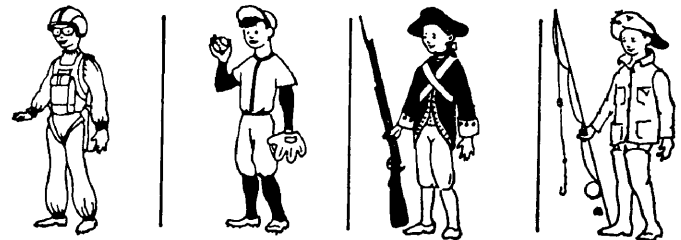
14. Mary knew that she had left her slippers either beside her bed or in her closet. Where did she find them?



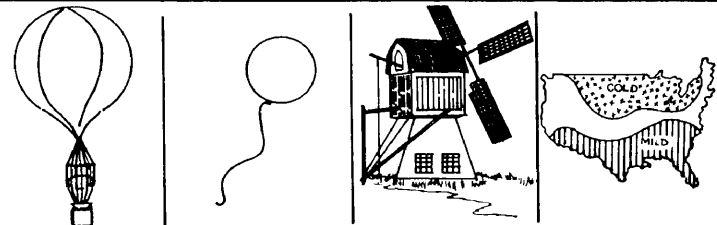
15. Every time they go to camp, they stop for lunch at Lindy's roadside place. They like to sit at the counter and they always have hamburgers and milkshakes.



16. The children were discussing fire escapes. Mary said her home was in an apartment building and the fire escapes were iron stairs which went up each side of the building. Andy said the fire escapes in his one-story house were the doors and windows. Mark the building in which Mary lives.

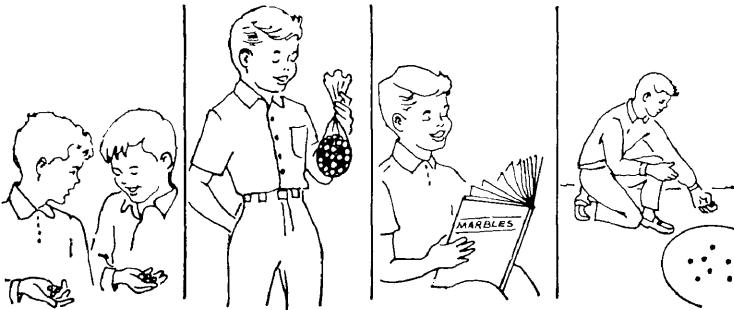


17. Did you know that the children from the village had a party out at Dr. Morey's barn last night? He had suggested that they dress like famous people from the past. Was David lucky! He found an old army uniform in Uncle Ted's attic. It belonged to a soldier in the Revolutionary War. How was David dressed?



18. Huge balloons with baskets under them are used by weathermen. The baskets carry instruments which record wind speed and direction, temperature, and moisture high up in the air. The information these instruments give is used to predict weather on the ground. What is used to get weather information in the upper air?

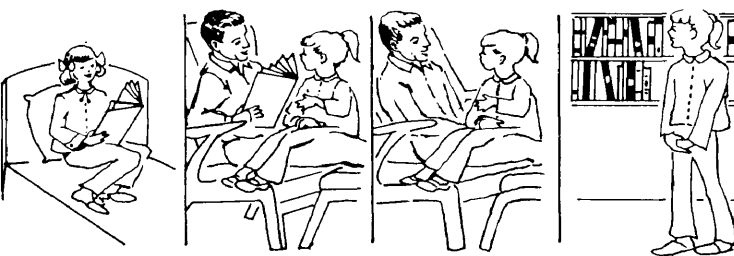
Comprehension



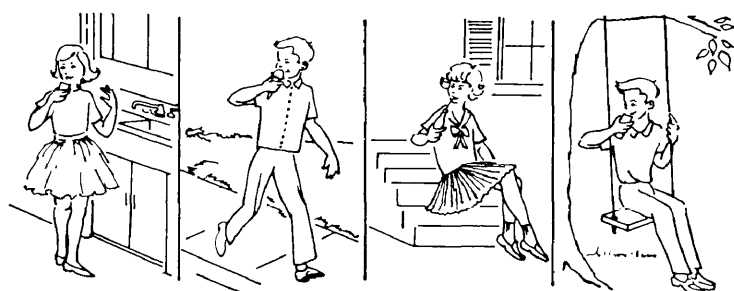
1. Which is the boy who is shooting marbles?



2. The nurse is taking the splinter out of Betty's foot.



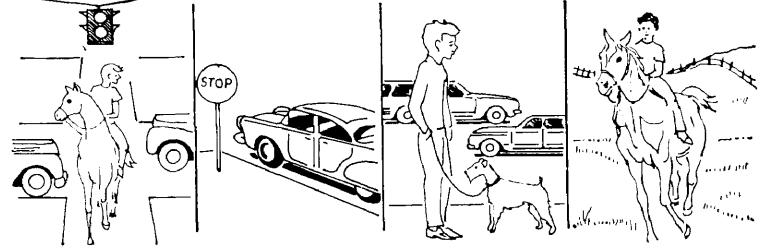
3. Every night at bedtime she sat with her father in an armchair and listened while he read another chapter to her.



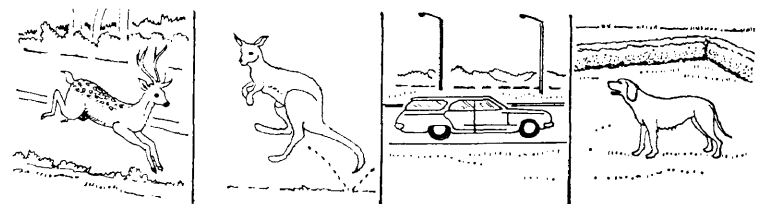
4. It was very cooling, on a hot summer day, to sit in the tree swing and drink ice-cold lemonade.



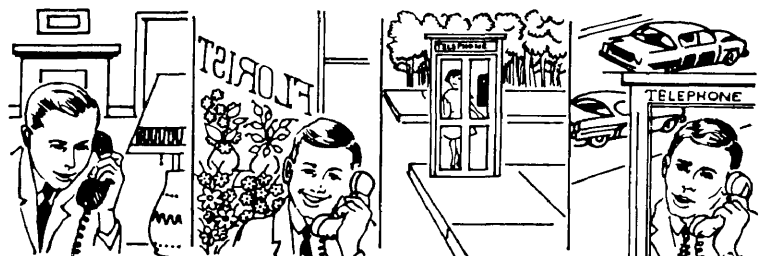
5. After their swim, the scouts sat around the campfire and sang. One boy played a mouth organ and two others kept time with sticks.



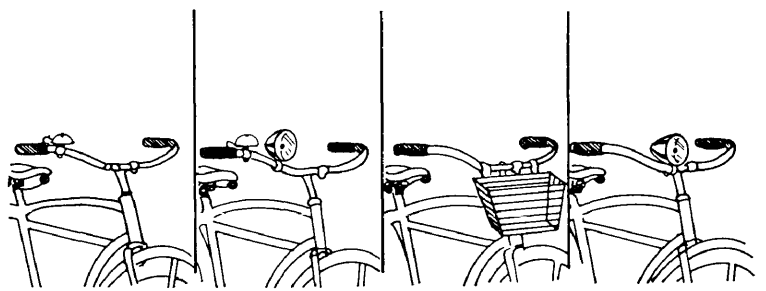
6. The light changed, the cars going north and south stopped, and the boy on horseback started across the highway.



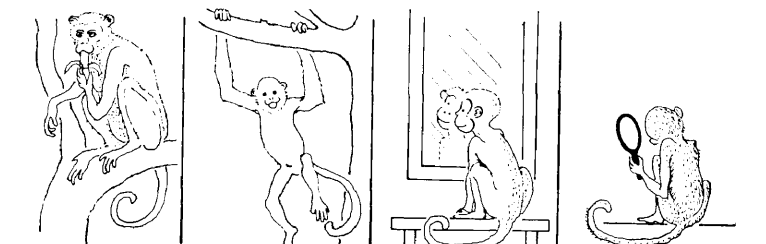
7. If you live near the woods, you may see deer in the evenings. They wander into back yards, along roads, and even into towns. You can watch them jump quickly away if they see you.



8. Because they were going to be late for dinner, Jack wanted to telephone his mother. He stopped at a telephone booth by the highway.



9. He put the new spotlight near the bell on the handle bar of his bike.



10. The monkey was holding a hand mirror. Every time he looked at himself in it, he put his head to one side and looked puzzled.

Print your name here

How old are you?

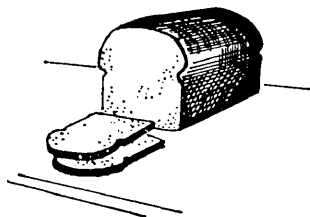
When is your birthday?

Grade Date

School Teacher

VOCABULARY SAMPLES

A.



only
before
bread
great

B. large

what
big
fun
brave

COMPREHENSION SAMPLE

Last year, for his seventh birthday, Eddie had a party at home. On his birthday this year, Eddie's father is taking him and his friend Bill to the circus.

A. Who will go with Eddie and his father?

his mother Bill Sally an uncle

B. Eddie is going to the circus on

Friday his vacation his birthday Hallowe'en

GATES— MACGINITIE READING TESTS

PRIMARY C, FORM 1

Vocabulary and Comprehension

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COLUMBIA UNIVERSITY
NEW YORK

To the Teacher:

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VOCABULARY

Number correct

Standard score

Percentile score

Grade score

COMPREHENSION

Number correct

Standard score

Percentile score

Grade score

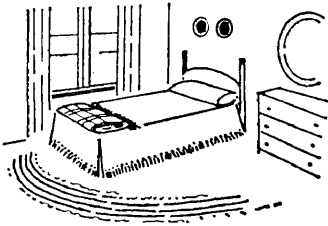
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Vocabulary

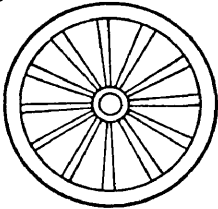
START HERE

1.



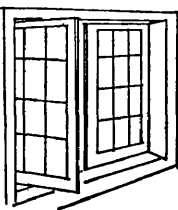
bedroom
banana
beggar
behalf

2.



whom
meet
wheel
mail

3.



number
window
winter
month

4.



plate
stamp
swim
stair

5.



plant
person
front
come

6.



dance
fence
date
prince

7.

O

radio
shore
naughty
zero

8.



servant
faint
secret
consent

9.



fast
mast
task
mask

10.



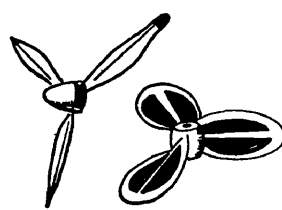
gross
greedy
prisoner
grocer

11.



pier
pitiful
piper
platter

12.



propellers
promoters
projectiles
profiles

13. church
fox
rose
building
green

14. market
floor
help
store
fork

15. hour
hoop
news
neck
time

16. stream
fill
brook
chief
shop

17. shore
feel
stool
beach
inside

18. pair
park
two
chirp
shell

19. enough
plenty
sick
way up
worn

20. engine
whistle
enlist
machine
display

21. mountain
morning
room
peak
letter

22. delightful
pleasing
crude
honest
scarce

23. title
tiger
stumble
picture
name

24. holiday
vacation
holy
Monday
windy

25. pledge
club
chase
beg
promise

26. jewelry
pudding
ring
legal
motor

27. hollow
empty
hatch
sinful
dishonest

28. visit
voice
call
oven
still

29. incredible
childish
unbelievable
poor
courteous

30. medicine
meadow
iron
spider
drug

31. pleasure
pretty
surprise
joy
player

32. single
one
sister
owe
suit

33. jealous
rich
envious
idea
foreign

34. fabric
falsehood
cloth
agreement
derelict

35. frailty
team
weakness
roof
family

36. sorrow
bird
secret
grief
magic

37. vegetation
plants
sleeping
chewing
alliance

38. instrument
lightning
tool
assembly
hospital

39. debate
discuss
remove
curse
sprinkle

40. uncertain
patriotic
expose
doubtful
pancake

TURN THE PAGE
AND GO ON

41. employ
punish
flatter
hire
dismiss

42. gossip
syrup
hurry
confiscate
chatter

43. nervous
uneasy
hoarse
relative
unready

44. explanation
excursion
accident
extremity
reason

45. unruly
calm
disobedient
uneven
unwise

46. recover
remain
get back
look
give up

47. record
write
swing
realize
weather

48. absurd
distant
ascend
absent
foolish

49. ghastly
imaginary
white
dripping
horrible

50. misfortune
discovery
mistake
bad luck
shot

51. efficient
competent
elegant
girlish
pompous

52. just
mean
creep
bare
fair

STOP

19

If a bronco buster wants to win a rodeo contest, he must observe the contest rules. One of these rules is that the rider must keep one hand in the air. A rider who does not do this is disqualified.

A. A bronco buster who ignores a rodeo rule is
skillful disqualified chosen a winner

B. In a rodeo contest a bronco buster must keep one hand
under still free hold

20

Yachts and pleasure cruisers usually carry a dinghy. This little rowboat can be used when those aboard the large boat want to go ashore where the water is shallow and there is no dock.

A. What is a dinghy?
cruiser dock motor boat

B. A dinghy is needed where waters are
shallow warm deep calm

21

The cheapest way to get logs to a mill is by water. Teak, a very valuable wood, is too heavy to float when green. Because of this, a deep cut is made around the trunk and the tree is left standing until it is dry enough to float.

A. Teak will float if it has been
dried logged transported sawed

B. Companies prefer water transportation for logs because it is less
rapid reliable expensive dangerous

22

We flew from New York to England on a jet plane. When we arrived in London we rented a car and drove around the British Isles, then took the car with us across the English Channel by ferry to France. In Switzerland we hiked and climbed.

A. Not once did we ride in a
boat car jet bus

B. We went to France from England by
plane bridge lift ferry

23

In the summer a lake is cooler than the land surrounding it, while in the winter a lake does not cool off as rapidly as the land does. Thus a breeze blowing across a lake in the summertime will be cooled, but in the winter it may be warmed.

A. A lake is likely to be colder than the land when the weather is
cold hot snowy wintry

B. Compared with the land, the temperature of a lake changes
slowly rapidly more often

24

When the airline pilot landed, he said, "We had a tail wind all the way." He had flown at 35,000 feet and the jet stream, which blows from west to east at high altitudes, had helped him come in ahead of schedule.

A. In which direction had the pilot flown?
north south east west

B. The jet stream is a
wind river noise pilot

13

Tabby crept slowly toward the mirror. The kitten
 hat she saw looking straight at her was about her own
 size and looked as if it wanted to play. Tabby jumped
 at the other kitten and bumped her nose on the glass.

- A. Tabby was looking at
 puppy a mouse herself a window
- B. Tabby thought the other kitten looked
 friendly afraid huge mean

14

In the first colonies in America, making clothing
 took a long time. The women first had to spin the yarn
 and weave the cloth. They colored the cloth with dyes
 made from roots and berries. Finally they were ready
 to cut and sew the material into clothes for the family.

- A. Clothing for the colonial family was generally
 made in
 factories homes luxury China
- B. The color for the cloth came from
 pictures roots sugar dew

15

The trap-door spider lives in a burrow that it digs
 in the ground. It lines the burrow with silk that it has
 spun. A tightly fitting door of silk and mud covers
 the entrance to the burrow.

- A. Trap-door spiders line their burrows with
 mud grass silk cotton
- B. What feature of its burrow gives this spider its
 name?
 door lining size entrance

16

The lakes Erie, Huron, Michigan, Ontario, and
 Superior are called the Great Lakes. Four of the lakes
 lie on the border between Canada and the United
 States. Only Lake Michigan lies completely within the
 United States.

- A. How many Great Lakes are there?
 one two four five
- B. Which lake does not border upon Canada?
 Michigan Huron Erie Superior

17

Most of the many kinds of mushrooms are good to
 eat. The few poisonous kinds of this fleshy fungus are
 so similar to the edible kinds, however, that only the
 experts can tell them apart.

- A. Mushrooms are a
 cereal fungus soup fruit
- B. Most mushrooms are
 poisonous fluid edible kind

18

Professional people may be identified by their de-
 grees. A person with an M.D. degree is a Doctor of
 Medicine. D.D.S., meaning Doctor of Dental Surgery,
 identifies a person trained in dentistry. Ed.D. indicates
 a person with the degree of Doctor of Education, while
 Ph.D. stands for Doctor of Philosophy.

- A. If you had a toothache, to which one would
 you go?
 Ph.D. Ed.D. M.D. D.D.S.
- B. An Ed.D. indicates a person specially trained
 in the field of
 surgery education philosophy medicine

7

The fiery sun beat down on Sam as his horse plodded along. The air was still. A cloud of dust stirred up by the great herd of cattle made it hard to breathe. Sam shifted wearily in the saddle and pulled his hat down lower. "We'll be coming to the river before long," he told himself.

A. Sam was a
 hunter shepherd prospector cowboy

B. Sam was headed toward the
 river afternoon rain town

8

Andrew first took two long thin pieces of wood and tied them together so that they formed a cross. He then fastened strings between the four points of the cross and covered this frame with a piece of red paper. Finally he added a long string and a tail of cloth.

A. Andrew had made a
 boat raft cake kite

B. Andrew used wood to make the
 paper string cross cloth

9

The sap of the sugar maple tree yields two sweet products. Maple syrup is made by boiling the sap until it begins to thicken. Maple sugar requires longer boiling.

A. Maple sugar is a product of the maple tree's
 seeds leaves sap roots

B. What process is used in making maple syrup?
 trees boiling melting yielding

10

Carol woke up early and hurriedly ate her breakfast. Then, as soon as she was dressed, she ran down to the pond to skate.

A. Before getting dressed, Carol
 skated ate played worked

B. Carol was
 slow bored eager sad

11

Every morning Janet put sunflower seeds and suet in the bird feeder outside the window. Soon, with the help of a bird book, Janet could identify fourteen different kinds of bird visitors.

A. What did Janet use to identify unknown birds?
 microscope museum numbers books

B. How often did Janet put out food for the birds?
 monthly weekly daily hourly

12

John was making a paper bag mask. His father cut out holes for his eyes and mouth. Then John drew his face with yellow and black stripes, long black whiskers, and orange ears. When the mask was finished, he put it on and went to find his brother so he could roar at him. "Grrrrr!"

A. John pretended to be a
 tiger clown bear ghost

B. His father used
 paint brushes scissors paste crayons

Comprehension

START HERE

1

First Mother measured the milk, baking powder, shortening, flour, and sugar. Then she mixed these together with two beaten eggs. Finally she poured the batter into a pan and put the pan into the oven.

- A. Mother was making
cake a dress soup the beds
- B. She did not use any
milk pepper eggs sugar

2

In one city, children five or under ride the bus free. For children between five and twelve years old, the fare is 10 cents. People twelve or over pay 15 cents.

- A. An adult would pay
nothing 10¢ 12¢ 15¢
- B. The amount a person pays depends upon his
height weight age worth

3

When Susan stepped into the living room she could not at first tell what had happened. The lamp was lying broken on the floor, and the newspaper was scattered about. But when she saw the chewed slipper, she knew who the culprit was.

- A. The living room looked
neat shut bare messy
- B. Who was the culprit?
the wind a burglar a puppy a bird

4

Ruth was busily getting her costume ready for the party. She had already made a tall pointed hat out of black paper. She and her mother had just finished a long black cape. The broom that she would ride was standing in the corner.

- A. Ruth was going to the party as a
witch ghost cowgirl pumpkin
- B. Ruth still needed a
hat cape broom mask

5

David received a card in Friday's mail. It was a reminder from his dentist that his checkup time had come. David's chart in Dr. Foster's office showed that it was six months since his last examination.

- A. How often does David's dentist want to check his patients' teeth?
yearly monthly twice a year every two years
- B. To keep track of his patients' dental work, David's dentist uses a
chart phone typewriter radio

6

After school, Ken delivers the paper to all the people who are on his route. While he spends some of his money, he puts most of his earnings in the bank.

- A. The story says that Ken has a
bike job hobby pony
- B. What does Ken do with most of his money?
saves it spends it buys it delivers it

TURN THE PAGE AND GO ON

GATES— MacGINITIE READING TESTS

SURVEY D, FORM IM

Speed & Accuracy
Vocabulary
Comprehension



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NEW YORK

MAKE NO MARKS ON THIS BOOKLET

DIRECTIONS: Read sample paragraph **S1**. Under it are four words. Find the word that best answers the question.

S1. Mary pulled and tried to turn the knob. She could not turn it. It was a cold day to be locked outside. What was Mary trying to open?

- | | | | |
|-----------------|-----------------|------------------|------------------|
| A
box | B
bag | C
door | D
safe |
|-----------------|-----------------|------------------|------------------|

The word **door** is the best answer to the question. The word **door** has the letter **C** above it. **C** is the answer to paragraph **S1**. Now find number **S1** on your answer sheet. Space **C** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now read paragraph **S2**. Find the word below the paragraph that best completes the paragraph. Mark the answer to paragraph **S2** in row **S2** on your answer sheet.

S2. The huge animals walked slowly, swinging their trunks from side to side. They had big floppy ears and long white tusks. These animals were

- | | | | |
|--------------------|------------------|-------------------|-----------------------|
| E
tigers | F
deer | G
lions | H
elephants |
|--------------------|------------------|-------------------|-----------------------|

The word **elephants** best completes paragraph **S2**. The word **elephants** has the letter **H** above it. You should have marked space **H** in row **S2** on your answer sheet.

On the next two pages are more paragraphs like these samples. When you are asked to turn the page, read each paragraph and find the word below it that best answers the question or completes the paragraph. Mark on your answer sheet the space for the letter of the best word. Mark only *one* space for each paragraph. Be sure the number on the answer sheet is the same as the number of the paragraph. Do the paragraphs in the order in which they are numbered: 1, 2, 3, etc. If you can't answer a question, leave its place on the answer sheet blank. Work as fast as you can without making errors.

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START**Speed and Accuracy**

1. The gray squirrels dart quickly along the branches and leap from tree to tree. They scamper over the ground, hunting for nuts. These animals move

- A** slowly **B** quickly **C** awkwardly **D** heavily

2. The Pilgrims arrived in the New World in 1620. They landed from their ship, the Mayflower, at Plymouth Rock. On what had they traveled?

- E** airplane **F** train **G** boat **H** automobile

3. Ohio is an Indian word which means "Beautiful River." Many of our states have Indian names. From what people did we get the word Ohio?

- A** Italian **B** Spanish **C** English **D** Indian

4. The loon is a bird with a mysterious cry. It is the size of a large duck and swims very fast under water to catch its food. What does the loon eat?

- E** nuts **F** corn **G** fish **H** bread

5. Plants die without light. One way of killing a small patch of poison ivy is to cover it with heavy paper. Soon it will die because it can get no

- A** soil **B** paper **C** light **D** leaves

6. Gutta-percha is a gum made from the juice of a certain tropical tree. After the juice is boiled, it becomes rubbery. Gutta-percha is a

- E** gum **F** native **G** tool **H** fish

7. A frog's skin is smooth and bare. He must keep it moist or he will die. He lives near ponds and streams. What does he need?

- A** bread **B** water **C** clothes **D** waves

8. In the 1600's, the British Navy found that New England's tall pines made good masts for their sailing vessels. These pine trees were used on

- E** buses **F** planes **G** ships **H** trains

9. The powder horn was made from the horn of a cow or buffalo. The hollow inside held the gunpowder. This horn was used with a

- A** gun **B** boat **C** car **D** train

10. A skin diver often wears a face mask of rubber and glass, and uses a snorkel tube for breathing. He uses the snorkel tube when he needs

- E** food **F** heat **G** light **H** air

11. John Chapman walked miles, planting apple seeds in clearings in the wilderness to help the pioneer people. People called him, not John Chapman, but Johnn

- A** Alden **B** Appleseed **C** Bull **D** Crusoe

12. The dormouse is a furry animal somewhat larger than a rat. It lives on nuts and sleeps all winter. In size, this animal is most like a

- E** goat **F** squirrel **G** cow **H** fly

13. "Whew," sighed Janie as she dropped her school books. "I'll change to some cool clothes and then get a glass of cold lemonade. It really feels like

- A** summer **B** snow **C** winter **D** running

14. A rattlesnake is dangerous, for it can inject poison into its victim through its fangs. It does not always rattle before biting. One should avoid this

- E** food **F** snake **G** bird **H** place

15. Peanuts are not nuts at all. They grow underground and are related to peas and beans. To gather these "nuts," what would you have to do?

- A** climb **B** prune **C** swim **D** dig

16. The French people gave the United States the Statue of Liberty. It stands in New York harbor. From what country did this statue come?

- E** New York **F** Liberia **G** America **H** France

17. When flying in the proper lane, an airline pilot can hear a certain radio signal. Straying off course brings another signal. These signals help the

- A** singer **B** pilot **C** radiologist **D** motorist

18. Early man sometimes built his house on stilts over a stream or pond. It is difficult now to find ruins of these houses which were built over

- E** battles **F** fire **G** water **H** cliffs

Speed and Accuracy

9. Dogs trained by the monks of Saint Bernard in the Swiss Alps search for persons lost in snowstorms. These dogs have a keen sense of smell. They are

- A** useful **B** wild **C** lost **D** disloyal

10. When Captain John Smith was caught, the chief ordered him killed. The chief's daughter was successful in begging for Smith's life. Who was saved?

- E** chief **F** daughter **G** beggar **H** Smith

11. The white flowers among the pretty green leaves of the chokeberry bush are later replaced by bunches of red berries. How does the chokeberry look?

- A** bright **B** homely **C** dull **D** cramped

12. Puck is a character in one of Shakespeare's plays. He is an impish fairy who is always playing tricks on others. What word best describes Puck?

- E** mischievous **F** studious **G** sorry **H** weary

13. The code for the display of our flag states that the flag should not touch the ground on being raised or lowered. Every American should know this

- A** color **B** number **C** president **D** code

14. It tells you what is happening all over the world. It gives TV listings and the weather. It is made of paper and is printed daily. It is a

- E** newspaper **F** book **G** radio **H** telegram

15. Although an eagle is strong, it can carry only about eight pounds, so it could not carry a big child. Which of the following could it carry?

- A** horse **B** rabbit **C** barge **D** man

16. The first American underwater tunnel for cars was built under the river between New York and New Jersey. What goes through this tunnel?

- E** trains **F** river **G** cars **H** ants

17. Trees are helped by birds that rid their leaves and bark of many insects. Trees provide these birds with places for their nests and with

- A** food **B** roots **C** color **D** wings

28. One of the hardest things for a student pilot to learn is how to come safely back to earth. He usually has less trouble in taking off or banking than in

- E** landing **F** banking **G** climbing **H** taking off

29. At night, huge electric signs make New York City's Broadway a fairyland of light and color. How does this famous street look at night?

- A** dark **B** gay **C** dim **D** gloomy

30. Penicillin, used in the treatment of infectious diseases, was discovered by Alexander Fleming. This discovery was a giant step forward in the science of

- E** philately **F** philosophy **G** medicine **H** plastics

31. Almost all paper is made from wood. Hemlock, spruce, and balsam are often used. These are all soft woods. What kind of wood is hemlock?

- A** red **B** hard **C** spruce **D** soft

32. London, the capital of Great Britain, is on the Thames River. Florence, in Italy, is on the Arno River. What river runs through the City of London?

- E** Arno **F** Britain **G** Thames **H** Florence

33. A destroyer recovered the space capsule at sea. John H. Glenn had made the first American orbital flight and was inside the capsule when it was

- A** lost **B** recovered **C** torpedoed **D** painted

34. Pennsylvania was a tract of land given to William Penn in payment of a debt owed to his father by King Charles of England. Later it became a

- E** seaway **F** city **G** highway **H** state

35. The trapdoor spider builds her home in the ground. It is lined with cobwebs and has a small door. This door is the reason for the name of this

- A** spider **B** fly **C** web **D** secret

36. A diamond is the hardest natural substance known. Diamond cutters use one diamond to cut another. In addition to being a jewel, a diamond may be a

- E** light **F** tool **G** radio **H** cut

Vocabulary

DIRECTIONS: Look at the sample test word **V1** below. The word is **baby**. Now read the five words just below **baby**. Find the one word in this group that means most nearly the same as **baby**. The word **child** means most nearly the same as **baby**. The word **child** has the letter **D** in front of it. **D** is the answer to number **V1**. Now find number **V1** on your answer sheet. Space **D** is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at test word number **V2**. Find the one word in the group below it that means most nearly the same. Mark the answer to **V2** on your answer sheet.

Slide means most nearly the same as **slip**. **Slide** has **F** in front of it. You should have marked space **F** in row **V2** on your answer sheet.

For each numbered word on this page and the next page, find the word in the group below it that means most nearly the same. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the test word. If you can't decide which word means most nearly the same as a numbered test word, leave its place on the answer sheet blank and go on.

SAMPLES

V1. baby

- A box
- B bath
- C nest
- D child
- E room

V2. slip

- F slide
- G neat
- H hop
- I smile
- J bad

4. shower

- F window
- G clown
- H film
- I grass
- J rain

9. bravery

- A modesty
- B cheering
- C weather
- D courage
- E flavor

14. talent

- F trade
- G time
- H prize
- I skill
- J tale

5. big

- A little
- B large
- C easy
- D new
- E fix

10. miracle

- F hymn
- G wonder
- H peak
- I atom
- J shackle

15. receive

- A sell
- B ticket
- C fool
- D basket
- E accept

1. red

- A one
- B bird
- C color
- D barn
- E dog

6. shoot

- F fire
- G feel
- H fence
- I yell
- J call

11. walk

- A wait
- B say
- C try
- D find
- E go

16. ambush

- F shrub
- G perish
- H burn up
- I trap
- J retreat

2. muddy

- F stupid
- G glowing
- H dirty
- I plot
- J vessel

7. bracelet

- A jewelry
- B pair
- C tool
- D embrace
- E splint

12. father

- F wing
- G paper
- H land
- I house
- J man

17. cabin

- A car
- B cradle
- C shelf
- D hut
- E trunk

3. leap

- A climb
- B green
- C swim
- D jump
- E nap

8. plum

- F fruit
- G plan
- H good
- I iron
- J deep

13. mouse

- A animal
- B hole
- C bug
- D nose
- E dress

18. vibration

- F offense
- G inspiration
- H spirit
- I flying
- J shaking

Vocabulary

19. drowsy

- A sleepy
- B plow
- C messy
- D sorry
- E ugly

20. tune

- F fish
- G spin
- H melody
- I jug
- J marvel

21. displace

- A exhibit
- B offend
- C denounce
- D remove
- E settle

22. overcome

- F play
- G fear
- H cut
- I arrive
- J defeat

23. petroleum

- A covering
- B tomb
- C rock
- D floor
- E oil

24. terrify

- F scorch
- G frighten
- H claim
- I assure
- J submit

25. haul

- A push
- B hold
- C drag
- D tear
- E growl

26. muscular

- F tricky
- G strong
- H male
- I filthy
- J sticky

27. disaster

- A sever
- B show
- C misfortune
- D alert
- E object

28. massacre

- F group
- G enlarge
- H manage
- I slaughter
- J section

29. combat

- A win
- B push
- C army
- D fight
- E dense

30. transcript

- F cave
- G copy
- H career
- I shipment
- J voyage

31. grapple

- A struggle
- B lift
- C discover
- D crawl
- E sink

32. gelatin

- F knight
- G jelly
- H horse
- I speech
- J tent

33. hesitation

- A defiance
- B guilt
- C reward
- D delay
- E dwelling

34. villainy

- F smooth
- G cottage
- H treasure
- I town
- J evil

35. outstretch

- A injure
- B extend
- C flex
- D break
- E area

36. meager

- F much
- G unite
- H scant
- I brown
- J trough

37. juvenile

- A wharf
- B gate
- C harmful
- D aged
- E youthful

38. authentic

- F beautiful
- G happy
- H real
- I horrible
- J better

39. riotous

- A flighty
- B strange
- C wild
- D immense
- E rosy

40. nourish

- F sustain
- G fanfare
- H nasty
- I boast
- J cleanse

41. flaw

- A blend
- B fault
- C cement
- D beaten
- E laughed

42. chastise

- F punish
- G applaud
- H fasten
- I insist
- J augment

43. whisk

- A snip
- B dig
- C smell
- D brush
- E sneeze

44. competence

- F ability
- G fee
- H mischief
- I umpire
- J contest

45. negligent

- A very wise
- B careless
- C lavish
- D delicate
- E courteous

46. inequality

- F absence
- G foreign
- H difference
- I similarity
- J poor

47. tumultuous

- A fluffy
- B grand
- C cloudy
- D adventurous
- E disorderly

48. vehement

- F violent
- G attractive
- H robe
- I road
- J secret

49. conspicuous

- A obvious
- B fake
- C expensive
- D knowing
- E suspect

50. ultimate

- F awkward
- G final
- H demand
- I quiet
- J clever

STOP

CHECK YOUR WORK

Comprehension

DIRECTIONS: Read the sample paragraph below. It has numbered blanks in it. The first blank is number C1. Look below the paragraph at the line of words with C1 in front of it. Find the word in line C1 that makes the best sense in blank C1. The word **house** from line C1 makes the best sense in blank C1. The word **house** has the letter **B** above it. **B** is the answer to number C1. Now find number C1 on your answer sheet. Space B is already marked. Go over this mark with your pencil. Make a solid black mark but don't go beyond the space.

Now look at the words in line C2. Find the word in line C2 that makes the best sense in blank C2. Mark the answer to C2 on your answer sheet.

SAMPLE

We have a playroom in our ____C1____. It is down in the basement, so we need to turn on an electric ____C2____ even on sunny days.

A	B	C	D	E
C1. stove	house	bed	car	lake
F	G	H	I	J
C2. storm	friend	ladder	room	light

The word **light** makes the best sense in blank C2. The word **light** has a **J** above it. You should have marked space **J** in row **C2** on your answer sheet.

Now find the best word for each of the blanks that follow on this page and on the next two pages. Mark on your answer sheet the space for the letter of the best word. Be sure the number on the answer sheet is the same as the number of the blank in the paragraph. If you can't choose the best word for a blank, don't spend too much time on it. Leave its place on the answer sheet empty and go on to the next one.

Mother and Dad had been shopping. When they returned, they brought new skates for the twins. The children were very ____ 1 _____. They put them right on and went ____ 2 _____.

A	B	C	D	E
1. unhappy	empty	short	heavy	happy
F	G	H	I	J
2. swimming	skating	sledding	walking	reading

In building a nest, the mother bird may use twigs, mud, bits of straw, or pieces of string. When the nest is nearly ____ 3 _____, she may line it with feathers pulled from her own breast. These ____ 4 _____ make the nest a soft home for the baby birds.

A	B	C	D	E
3. broken	forgotten	finished	empty	missed
F	G	H	I	J
4. babies	sticks	feathers	nests	cats

"There's a good strong wind ____5____," said Dave. "Just the day to fly my kite." In an hour, the wind became much ____6____ and Dave lost his kite.

A	B	C	D	E
5. mill	bellow	belong	yesterday	blow
F	G	H	I	J
6. hotter	less	smaller	stronger	gentle

If it were not for their coats of white fur, polar bears would easily be seen by hunters. As it is, they look much like the surrounding ____ 7 _____ that hunters often do not see them until they ____ 8 _____.

A	B	C	D	E
7. snow	coal	dirt	sugar	water
F	G	H	I	J
8. aren't	melt	hide	move	appear

The porter who makes up the beds on a train has other ____ 9 _____ too. For example, he helps the passengers with their ____ 10 _____ as they arrive at their destinations. In general, he tries to make them comfortable.

A	B	C	D	E
9. words	engines	wise	fares	responsibilities
F	G	H	I	J
10. baggage	customers	taxes	tips	comfortable

Skating down a driveway is often not safe. If the driveway is steep and one is coasting fast, it is ____ 11 _____ to make the sharp turn that is necessary to avoid going into the ____ 12 _____.

A	B	C	D	E
11. warning	difficult	early	different	ahead
F	G	H	I	J
12. turn	driveway	sun	beginning	street

In some countries, people who own waterfront property or small islands possess only what is above the high water mark. They do not own the foreshore, that strip of land ____ 13 _____ lying between the high-water and low-water marks ____ 14 _____.

A	B	C	D	E
13. foremast	land	bark	cloth	time
F	G	H	I	J
14. storms	pressures	valves	temperature	marks

Comprehension

The hummingbird has a long slender bill. It thrusts his bill into flowers to get nectar and insects. When ____ 15 ____, it beats its wings so rapidly that they sound like the ____ 16 ____ of a tiny motor.

A hopping	B resting	C flying	D flowers	E walking
F hum	G scratch	H grit	I size	J crash

As one looks down a long, straight road, it seems to grow narrower in the ____ 17 _____. Telephone poles give the ____ 18 ____ of growing smaller as the eye follows a row of them toward the horizon.

A distance	B time	C division	D turnpike	E city
F score	G call	H method	I height	J appearance

In 1954, Roger Bannister ran a mile in less than four minutes. Prior to this, it was thought ____ 19 ____ for a man to run a "four-minute" mile. Then in 1961 Herb Elliott of Australia ran the mile in three ____ 20 ____, fifty-four and a half seconds. He bettered Bannister's ____ 21 ____ by nearly five seconds.

A impossible	B illegal	C idea	D careful	E improper
F hours	G times	H parts	I minutes	J counts
K right	L record	M timely	N mill	O recount

The high cost of building good roads has made it necessary for highway builders to exact tolls from motorists. "Turnpike" is one name given to those highways where travelers must pay ____ 22 _____. All ____ 23 ____ using the ____ 24 ____ go through toll gates and thereby share the cost of good roads.

A told	B motorists	C tolls	D roads	E respect
F buildings	G vehicles	H necessary	I ready	J without
K turnpikes	L gates	M builders	N toll	O teletypes

In 1927, Charles A. Lindbergh made the first nonstop solo flight from New York to Paris in thirty-three and a half hours. Jet planes now ____ 25 ____ the Atlantic Ocean take only a ____ 26 ____ of the time that Lindbergh took.

A 25. refueling	B cover	C enter	D crossing	E going
F 26. century	G fraction	H double	I passing	J history

Sago is a food obtained from the trunk of a certain species of the palm tree. The finest sago comes from large ____ 27 ____ that grow in the East Indies. Each tree ____ 28 ____ yields from one hundred to eight hundred pounds of sago.

A 27. fires	B vines	C fruits	D forests	E animals
F 28. branch	G top	H root	I leaf	J trunk

It isn't wise to send cash through the mail, since for a few cents you can buy a postal money order for the exact ____ 29 ____ you wish to send. Only the person to whom you make it out can get ____ 30 ____ for it. To receive the money, he must show proper ____ 31 ____.

A 29. person	B address	C amount	D poster	E paper
F 30. cash	G trouble	H postage	I mail	J stock
K 31. manners	L face	M own	N identification	O ideas

Normal air pressure is about sixteen pounds per square inch. If the air pressure suddenly becomes much less than this, you feel lightheaded and dizzy. If the air ____ 32 ____ increases to much more than sixteen pounds per square inch, the whole world seems to be pressing down and trying to suffocate you. Air pressure is something that you live in all the time and yet never ____ 33 ____ unless it suddenly ____ 34 ____.

A 32. dampness	B perhaps	C ways	D pressure	E letter
F 33. notice	G eat	H drink	I ask	J smell
K 34. appears	L changes	M stays	N explodes	O cries

Comprehension

As they paddled in to the lakeshore, they saw the log ____35____ which was to be their headquarters for the trapping season. "Couldn't be better ____36____," said Don. "It's almost surrounded by sheltering trees and only a stone's throw from the ____37____ of the lake."

- | | | | | |
|-----------|----------|----------|----------|----------|
| A | B | C | D | E |
| 35. roll | cabin | farm | fence | cut |
| F | G | H | I | J |
| 36. scene | mounting | season | situated | tree |
| K | L | M | N | O |
| 37. edge | swimming | tree | hill | river |

Speed was necessary, and Fred had tried to find a short cut through the forest. Now he knew that his ____38____ had not been a good one. He was ____39____. More time than he could have saved would now be ____40____ trying to get his bearings.

- | | | | | |
|--------------|----------|----------|----------|----------|
| A | B | C | D | E |
| 38. purchase | safe | time | decision | speed |
| F | G | H | I | J |
| 39. lost | large | asleep | torn | last |
| K | L | M | N | O |
| 40. saved | locked | spent | clocked | sent |

The best fancy diving is the result of long practice. However, ____41____, in and of itself, does not bring championship form. Championship diving is the ____42____ of such specifics as muscular ____43____ and coordination plus exact timing.

- | | | | | |
|----------------|----------|----------|-------------|----------|
| A | B | C | D | E |
| 41. prevention | practice | reaction | recognition | a degree |
| F | G | H | I | J |
| 42. importance | spring | result | school | reading |
| K | L | M | N | O |
| 43. rest | punch | pain | springboard | control |

The Lincoln cent, first minted in 1909, was the first cent to bear the ____44____ of an actual person. In 1909 the reverse side of the Lincoln cent was ____45____. The wheat heads were ____46____ by a front view of the Lincoln Memorial, situated in Washington, D.C.

- | | | | | |
|--------------|-------------|-----------|------------|----------|
| A | B | C | D | E |
| 44. back | imagination | likeness | thumbprint | brun |
| F | G | H | I | J |
| 45. covered | redesigned | massed | generated | blott |
| K | L | M | N | O |
| 46. replaced | reversed | published | registered | reac |

The process of alternating layers of flat glass with layers of plastic is one form of lamination. This special process yields a ____47____ which is used for windshields. A windshield made of ____48____ glass is relatively safe because the plastic layers have an elastic quality which ____49____ broken glass from shattering and causing injuries.

- | | | | | |
|-------------|----------|-----------|------------|----------|
| A | B | C | D | E |
| 47. cleaner | residue | crop | product | pro |
| F | G | H | I | J |
| 48. steel | curved | laminated | transfused | pla |
| K | L | M | N | O |
| 49. each | tries | prevents | encourages | cau |

In ordinary ____50____, the qualities of the speaker's voice give important clues to his thoughts and feelings. But when you read someone else's written work, you must study the ____51____ carefully so that you can interpret the ____52____ thoughts and feelings.

- | | | | | |
|------------------|----------|------------|-----------|-----------|
| A | B | C | D | E |
| 50. textbooks | thinking | feelings | material | conversa |
| F | G | H | I | J |
| 51. dictionary | letters | text | syllables | spelling |
| K | L | M | N | O |
| 52. enthusiastic | common | listener's | writer's | associati |

George Washington University Series

INTEREST INVENTORY FOR ELEMENTARY GRADES

(For grades 4, 5, and 6)

By

MITCHELL DREESE AND ELIZABETH MOONEY

NameGrade

Boy or GirlAge

SchoolDate

General Directions: This is a test to find out your interest in various things, such as occupations and activities in which people in general are interested. Be honest in answering these questions. There are no right or wrong answers. Directions are given before each part. Read the directions carefully. Work as fast as you can.

Part	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	

PART 1—READING

Listed below are some items about reading material. Opposite each item are four letters: L, I, D, U.

Draw a ring around L (like) if you like it.

Draw a ring around I (indifferent) if you do not care one way or the other.

Draw a ring around D (dislike) if you dislike it.

Draw a ring around U (unknown) if you do not know anything about that item.

Be sure to draw a ring around only one letter for each item.

EXAMPLES:

Funny stories (L) I D U (You like this item.)

Ghost stories L I (D) U (You dislike this item.)

Travel stories L (I) D U (You do not care one way or the other.)

College stories L I D (U) (You have never read any.)

Work Rapidly and Do Not Skip Any Item.

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Washington, D. C. 20006

PART 1—READING—Continued

Show whether or not you like the following by marking in accordance with the directions on the first page.

Adventure stories	L	I	D	U	News in the paper.....	L	I	D	U
Animal stories	L	I	D	U	Poetry	L	I	D	U
Books about hobbies.....	L	I	D	U	Riddles and jokes.....	L	I	D	U
Books with historical background.	L	I	D	U	Stories about the lives of real				
Fairy tales	L	I	D	U	people	L	I	D	U
Fact material such as encyclo-					Stories about other lands.....	L	I	D	U
pedias	L	I	D	U	Stories about sports.....	L	I	D	U
Funny papers and comic books..	L	I	D	U	To get books from the library...	L	I	D	U
Love stories	L	I	D	U	To read aloud.....	L	I	D	U
Mystery stories	L	I	D	U	To read to yourself.....	L	I	D	U

PART 2—MOVIES

In the same way show whether or not you like the following items about movies.

Comedies	L	I	D	U	War movies	L	I	D	U
Gangster films	L	I	D	U	Western movies	L	I	D	U
Historical movies	L	I	D	U	To get pictures of movie stars...	L	I	D	U
Love stories	L	I	D	U	To go to movies once a week.....	L	I	D	U
Movies about books you have read.	L	I	D	U	To play movies	L	I	D	U
Movies about rich people.....	L	I	D	U	To see the same movie twice.....	L	I	D	U
News shorts	L	I	D	U	To tell about the movies you see..	L	I	D	U
Sad movies	L	I	D	U	To think a lot about the movies				
Serial pictures	L	I	D	U	you see	L	I	D	U
Travel movies	L	I	D	U					

PART 3—RADIO

In the same way show whether or not you like the following items about radio programs.

Classical music	L	I	D	U	Programs with much action.....	L	I	D	U
Continued programs	L	I	D	U	Quiz contests	L	I	D	U
Funny programs	L	I	D	U	Science programs	L	I	D	U
Mystery programs	L	I	D	U	Story hour	L	I	D	U
News broadcasts	L	I	D	U	To enter contests.....	L	I	D	U
Popular music	L	I	D	U	To have the radio on while reading	L	I	D	U
Programs about children.....	L	I	D	U	To send for free materials.....	L	I	D	U

PART 4—GAMES AND TOYS

In the same way show whether or not you like the following games and toys. Be sure to show how you feel about them now, not how you felt when you were younger.

Baseball	L	I	D	U	Making things with a construc-				
Blocks	L	I	D	U	tion set	L	I	D	U
Boxing	L	I	D	U	Marbles	L	I	D	U
Cards	L	I	D	U	Playing catch	L	I	D	U
Checkers	L	I	D	U	Playing cowboys	L	I	D	U
Dancing	L	I	D	U	Playing doctor or nurse.....	L	I	D	U
Dressing up	L	I	D	U	Playing house	L	I	D	U
Experimenting with chemistry					Playing ping pong.....	L	I	D	U
sets	L	I	D	U	Playing school	L	I	D	U
Flying kites	L	I	D	U	Playing tag	L	I	D	U
Football	L	I	D	U	Playing with dolls or paperdolls..	L	I	D	U
Going to parties.....	L	I	D	U	Playing war	L	I	D	U
Having a gang.....	L	I	D	U	Puzzles	L	I	D	U
Hide and seek.....	L	I	D	U	Riding a bicycle.....	L	I	D	U
Hiking	L	I	D	U	Riding in an automobile.....	L	I	D	U
Hopscotch	L	I	D	U	Skating	L	I	D	U
Horseback riding	L	I	D	U	Swimming	L	I	D	U
Jacks	L	I	D	U	Wrestling	L	I	D	U
Jumping rope	L	I	D	U					

PART 5—HOBBIES

Below is a list of hobbies. First, draw a line under the names of any hobbies you have at present. Then, for each item show whether or not you like it. If there is a hobby you have not tried but think you would like mark the L. If there is one you do not know anything about, mark the U.

Clay modeling	L	I	D	U	Music	L	I	D	U
Cooking	L	I	D	U	Nature study	L	I	D	U
Constructing things	L	I	D	U	Pets	L	I	D	U
Drawing	L	I	D	U	Sewing	L	I	D	U
Gardening	L	I	D	U	Soap carving	L	I	D	U
Making collections	L	I	D	U	Sports	L	I	D	U
Marionettes	L	I	D	U	Writing stories or poems.....	L	I	D	U

PART 10A—ACTIVITIES

Below is a list of things you may do at school, at home or in the community. In the same way as before show whether or not you like each item.

Argue	L	I	D	U	Play in a band.....	L	I	D	U
Be in a fight.....	L	I	D	U	Raise flowers and vegetables....	L	I	D	U
Be in a school play.....	L	I	D	U	Repair things	L	I	D	U
Be on a school team.....	L	I	D	U	Save money	L	I	D	U
Belong to clubs.....	L	I	D	U	Sell things	L	I	D	U
Clean house	L	I	D	U	Sew	L	I	D	U
Climb trees	L	I	D	U	Sing in a choir or glee club.....	L	I	D	U
Cook	L	I	D	U	Study	L	I	D	U
Cut the grass.....	L	I	D	U	Take care of younger children...	L	I	D	U
Give talks and reports.....	L	I	D	U	Talk with older people.....	L	I	D	U
Go on trips.....	L	I	D	U	Visit famous places	L	I	D	U
Go to concerts.....	L	I	D	U	Wash dishes	L	I	D	U
Go to Sunday School or Church..	L	I	D	U	Write letters	L	I	D	U

PART 10B

If your class were going to give a play and the following were the things to be done, show how you would feel about each item. Draw a line under the one you would like best to do.

Announce the play.....	L	I	D	U	Take a leading part in the play..	L	I	D	U
Direct the play.....	L	I	D	U	Take a small part.....	L	I	D	U
Make the costumes.....	L	I	D	U	Write the play.....	L	I	D	U
Make the scenery.....	L	I	D	U					

PART 10C—COMPARISONS

If you had your choice which of each of the following pairs would you choose? Put a check in the first space if you like the item to the left better, in the second space if you like them both the same, and in the third space if you prefer the item to the right.

Do a job yourself.....	()	()	()	Tell others what to do.
Go to the movies.....	()	()	()	Read a book.
Go to the museum.....	()	()	()	Go to a circus.
Listen to a story.....	()	()	()	Tell a story.
Listen to the radio.....	()	()	()	Play a game.
Play alone	()	()	()	Play with several others.
Play games you already know.....	()	()	()	Find new games to play.
Play indoors	()	()	()	Play outdoors.
Play with girls.....	()	()	()	Play with boys.
Read to yourself.....	()	()	()	Have someone read to you.
Stay at home.....	()	()	()	Go to a party.
Take a walk.....	()	()	()	Go for an auto ride.
Watch a game.....	()	()	()	Play a game.

Be Sure You Have Not Left Out Any Part.

PART 9—OCCUPATIONS

Below is a list of occupations. Show whether or not you think you would like each occupation. If there are any that you do not know about, be sure to mark the U. Draw a line under the one you think you most want to choose.

Actor or Actress.....	L	I	D	U	Florist	L	I	D	U
Airplane Hostess or Steward....	L	I	D	U	Forest Ranger	L	I	D	U
Architect	L	I	D	U	Government Employee	L	I	D	U
Army or Navy Officer.....	L	I	D	U	Lawyer	L	I	D	U
Artist	L	I	D	U	Librarian	L	I	D	U
Athletic Director	L	I	D	U	Musician	L	I	D	U
Author	L	I	D	U	Newspaper Worker	L	I	D	U
Automobile Mechanic	L	I	D	U	Nurse	L	I	D	U
Aviator	L	I	D	U	Orchestra Leader	L	I	D	U
Baker	L	I	D	U	Photographer	L	I	D	U
Bank Clerk	L	I	D	U	Policeman	L	I	D	U
Barber	L	I	D	U	Politician	L	I	D	U
Bookkeeper	L	I	D	U	Postal Clerk	L	I	D	U
Carpenter	L	I	D	U	Preacher or other Religious				
Chauffeur	L	I	D	U	Worker	L	I	D	U
Chemist	L	I	D	U	Printer	L	I	D	U
Clerk in a Store.....	L	I	D	U	Private Secretary	L	I	D	U
College Professor	L	I	D	U	Professional Athlete	L	I	D	U
Dairyman	L	I	D	U	Radio Announcer	L	I	D	U
Dentist	L	I	D	U	Railway Worker	L	I	D	U
Doctor	L	I	D	U	Salesman	L	I	D	U
Electrician	L	I	D	U	Social Worker	L	I	D	U
Engineer	L	I	D	U	Stenographer	L	I	D	U
Explorer	L	I	D	U	Teacher	L	I	D	U
Factory Worker	L	I	D	U	Telegraph Operator	L	I	D	U
Farmer	L	I	D	U	Telephone Operator	L	I	D	U
Fireman	L	I	D	U					

PART 6—THINGS TO OWN

In the same way show whether you would like to own, are indifferent to, or would not want to own the following things. Some you may already own, but mark them just the same.

Art set	L	I	D	U	Erector set	L	I	D	U
Bicycle	L	I	D	U	First aid kit.....	L	I	D	U
Books	L	I	D	U	Football	L	I	D	U
Camera	L	I	D	U	Microscope	L	I	D	U
Camping outfit	L	I	D	U	Musical instrument	L	I	D	U
Cat	L	I	D	U	Party clothes	L	I	D	U
Chemistry set	L	I	D	U	Ping pong set.....	L	I	D	U
Desk	L	I	D	U	Printing press	L	I	D	U
Dog	L	I	D	U	Skates	L	I	D	U
Electric motor	L	I	D	U	Tool chest	L	I	D	U
Encyclopedia	L	I	D	U	Typewriter	L	I	D	U

PART 7—SCHOOL SUBJECTS

Below is a list of school subjects. Show whether or not you like them. Draw a line under the one you like the best.

Arithmetic	L	I	D	U	Reading	L	I	D	U
Art (drawing and painting).....	L	I	D	U	Rhythms and Games.....	L	I	D	U
Crafts (construction)	L	I	D	U	Science	L	I	D	U
English	L	I	D	U	Social Studies	L	I	D	U
Health Study	L	I	D	U	Spelling	L	I	D	U
Literature	L	I	D	U	Writing	L	I	D	U
Music	L	I	D	U					

PART 8—PEOPLE

In the same way as before show how you feel about the following kinds of people.

Athletes	L	I	D	U	Older children	L	I	D	U
Boys	L	I	D	U	People who show off.....	L	I	D	U
Children your age.....	L	I	D	U	Poor people	L	I	D	U
Clever people	L	I	D	U	Quiet people	L	I	D	U
Cripples	L	I	D	U	Religious people	L	I	D	U
Foreigners	L	I	D	U	Rich people	L	I	D	U
Girls	L	I	D	U	Sick people	L	I	D	U
Grown people	L	I	D	U	Very old people.....	L	I	D	U
Negroes	L	I	D	U	Younger children	L	I	D	U

FORM B

PE BODY PICTURE VOCABULARY TEST

INDIVIDUAL TEST RECORD

NAME _____ SEX: M F GRADE _____
(Last) (First) (Initial) (circle)

SCHOOL _____ (or address) TEACHER _____ (or parent or phone)

DERIVED SCORES

Date _____
Born _____
Age _____

EXAMINER _____ TIME _____ CODE _____

JAN. 1 FEB. 2 MARCH 3 APRIL 4 MAY 5 JUNE 6 JULY 7 AUG. 8 SEPT. 9 OCT. 10 NOV. 11 DEC. 12

TEST BEHAVIOR

Examples needed:	<input type="checkbox"/> only 1	<input type="checkbox"/> 2 or 3	<input type="checkbox"/> over 3
Type of response:	<input type="checkbox"/> Subject pointed	<input type="checkbox"/> S. called numbers	<input type="checkbox"/> Examiner pointed
Rapport:	<input type="checkbox"/> easily attained	<input type="checkbox"/> slowly attained	<input type="checkbox"/> poor rapport
Guessing:	<input type="checkbox"/> prone to guess	<input type="checkbox"/> guessed when asked	<input type="checkbox"/> resisted guessing
Speed of response:	<input type="checkbox"/> fast	<input type="checkbox"/> average	<input type="checkbox"/> slow
Verbalization:	<input type="checkbox"/> talkative	<input type="checkbox"/> average	<input type="checkbox"/> taciturn
Attention span:	<input type="checkbox"/> distractible	<input type="checkbox"/> average	<input type="checkbox"/> very attentive
Perseveration:	<input type="checkbox"/> none noted	<input type="checkbox"/> some	<input type="checkbox"/> frequent
Need for praise:	<input type="checkbox"/> little needed	<input type="checkbox"/> some needed	<input type="checkbox"/> much needed
Other test behavior:			

PHYSICAL CHARACTERISTICS

Motor activity:	<input type="checkbox"/> hyperactive	<input type="checkbox"/> average	<input type="checkbox"/> hypoactive
Sedation:	<input type="checkbox"/> none	<input type="checkbox"/> slight	<input type="checkbox"/> heavy
Ambulation:	<input type="checkbox"/> normal	<input type="checkbox"/> walks with support	<input type="checkbox"/> none
Speech:	<input type="checkbox"/> intelligible	<input type="checkbox"/> fairly intelligible	<input type="checkbox"/> unintelligible
Hearing: necessity to repeat stimulus words	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often
	<input type="checkbox"/> S. wore hearing aid	<input type="checkbox"/> S. watched examiner's lips and face closely	
Vision: distance of eyes from page	<input type="checkbox"/> under 8"	<input type="checkbox"/> average (8"-20")	<input type="checkbox"/> over 20"
	<input type="checkbox"/> S. wore glasses	<input type="checkbox"/> S. owned but did not wear glasses during test.	

Other physical characteristics:

OTHER INFORMATION (previous tests, dates, scores etc.; teacher estimates of vocabulary, intelligence, achievement; school or work record)

NAME _____

Item Resp. Key Word

- 1 _____ (2) table
- 2 _____ (4) bus
- 3 _____ (2) horse
- 4 _____ (3) dog
- 5 _____ (4) shoe
- 6 _____ (4) finger
- 7 _____ (3) boat
- 8 _____ (2) children
- 9 _____ (1) bell
- 10 _____ (4) turtle
- 11 _____ (2) climbing
- 12 _____ (1) lamp
- 13 _____ (3) sitting
- 14 _____ (2) jacket
- 15 _____ (1) pulling
- 16 _____ (2) ring
- 17 _____ (1) nail
- 18 _____ (2) hitting
- 19 _____ (3) tire
- 20 _____ (3) ladder
- 21 _____ (1) snake
- 22 _____ (1) river
- 23 _____ (4) ringing
- 24 _____ (4) baking
- 25 _____ (2) cone
- 26 _____ (3) engineer
- 27 _____ (4) peeking
- 28 _____ (1) kite
- 29 _____ (1) rat
- 30 _____ (1) time
- 31 _____ (4) sail
- 32 _____ (2) ambulance
- 33 _____ (2) trunk
- 34 _____ (4) skiing
- 35 _____ (2) hook
- 36 _____ (1) tweezers
- 37 _____ (3) wasp
- 38 _____ (2) barber
- 39 _____ (3) parachute
- 40 _____ (4) saddle
- 41 _____ (3) temperature
- 42 _____ (1) captain
- 43 _____ (2) whale
- 44 _____ (4) cash
- 45 _____ (1) balancing
- 46 _____ (3) cobweb
- 47 _____ (3) pledging
- 48 _____ (1) argument
- 49 _____ (3) hydrant
- 50 _____ (4) binocular

Item Resp. Key Word

- 51 _____ (1) locomotive
- 52 _____ (2) hive
- 53 _____ (4) reel
- 54 _____ (1) insect
- 55 _____ (1) gnawing
- 56 _____ (2) weapon
- 57 _____ (3) bannister
- 58 _____ (1) idol
- 59 _____ (1) globe
- 60 _____ (3) walrus
- 61 _____ (1) filing
- 62 _____ (3) shears
- 63 _____ (1) horror
- 64 _____ (4) chef
- 65 _____ (4) harvesting
- 66 _____ (3) construction
- 67 _____ (4) observatory
- 68 _____ (4) assistance
- 69 _____ (2) erecting
- 70 _____ (3) thoroughbred
- 71 _____ (2) casserole
- 72 _____ (4) ornament
- 73 _____ (3) cobbler
- 74 _____ (2) autumn
- 75 _____ (3) dissatisfaction
- 76 _____ (4) scholar
- 77 _____ (1) oasis
- 78 _____ (3) soldering
- 79 _____ (3) astonishment
- 80 _____ (1) tread
- 81 _____ (2) thatched
- 82 _____ (1) jurisprudence
- 83 _____ (2) sapling
- 84 _____ (3) arch
- 85 _____ (4) dwelling
- 86 _____ (1) lubricating
- 87 _____ (2) pedestrian
- 88 _____ (3) vale
- 89 _____ (3) jubilant
- 90 _____ (2) laden
- 91 _____ (2) pursuit
- 92 _____ (4) goblet
- 93 _____ (2) rodent
- 94 _____ (3) confiding
- 95 _____ (4) reclining
- 96 _____ (1) frisking
- 97 _____ (2) moat
- 98 _____ (3) salutation
- 99 _____ (2) barrier
- 100 _____ (3) foal

Item Resp. Key Word

- 101 _____ (4) incandescent
- 102 _____ (3) cornucopia
- 103 _____ (2) ascending
- 104 _____ (1) summit
- 105 _____ (3) caster
- 106 _____ (2) lobe
- 107 _____ (3) patriarch
- 108 _____ (3) sampler
- 109 _____ (3) ingenious
- 110 _____ (1) repose
- 111 _____ (3) constrain
- 112 _____ (1) tangent
- 113 _____ (4) scone
- 114 _____ (4) hoary
- 115 _____ (1) pendant
- 116 _____ (1) prodigy
- 117 _____ (2) casement
- 118 _____ (1) quiescent
- 119 _____ (4) talon
- 120 _____ (1) chevron
- 121 _____ (4) feline
- 122 _____ (2) cairn
- 123 _____ (4) convergence
- 124 _____ (3) apothecary
- 125 _____ (2) indigent
- 126 _____ (4) edifice
- 127 _____ (3) scallion
- 128 _____ (1) infirm
- 129 _____ (1) emaciate
- 130 _____ (2) catapult
- 131 _____ (2) arable
- 132 _____ (4) orifice
- 133 _____ (3) renovate
- 134 _____ (1) precarious
- 135 _____ (2) dromedary
- 136 _____ (1) pedagogue
- 137 _____ (1) sepal
- 138 _____ (3) lethargic
- 139 _____ (4) delectation
- 140 _____ (3) embellish
- 141 _____ (1) osculation
- 142 _____ (2) cincture
- 143 _____ (3) barrister
- 144 _____ (3) carrion
- 145 _____ (2) lanate
- 146 _____ (4) chirography
- 147 _____ (1) mendicant
- 148 _____ (1) saltation
- 149 _____ (2) florescence
- 150 _____ (4) culver

E X H I B I T I

COMMUNITY INVOLVEMENT PROGRAM
LEMAY ELEMENTARY SCHOOL
July 6, 1970

TO: Dr. Triplett
INFO: School Board
FROM: Betty Gray, Principal

I. Purpose

The purpose for community involvement of LeMay Elementary School is to increase and improve the quality of relationships between school and community. As a result, it is hoped that both the child's learning and the educational program will be improved.

II. Communication

- o Parent-teacher-student conferences
- o Educational programs
- o Dad's Day
- o Classroom visitation and participation
- o Field trips
- o P.T.A.
- o Bulletins and Newspaper (school)
- o Committee participation
- o Home visits - Teacher
- o Clubs
- o Resource persons

III. Projects

- o Scout troop
- o Father-son workshop
- o Mother-daughter sewing
- o Clean-up drives
- o School beautification
- o Volunteer aides
- o Interviewing
- o Community units
- o Resource File
- o Teacher involvement

IV. Recreation

- o Bingo
- o Square dancing
- o Sports
- o Carnival participation
- o Parent-teacher social
- o Programs

E X H I B I T I I

STATEMENT OF PHILOSOPHY

The citizens of Bellevue believe that people are the most important resource of a community and society in general. The improvement of a community and society lies in the development and improvement of its people. As a social institution the schools aid the individual to develop to his maximum potential.

The prime responsibility of the schools is to the youth of the community as prescribed by state law. However, the schools should assist in serving the educational needs of all members of the community regardless of age.

The schools should provide equal educational opportunities for all. An environment which is conducive to the ethical, physical, and intellectual development of each individual should be provided. A certain amount of moral and spiritual values should be taught in the public schools without reference to a specific denomination. It should be recognized that each individual has his own unique pattern, rate, and needs for learning. The schools should foster the unique development of each individual.

Those charged with the responsibility of operating the community's schools should realize that schools are only one of many social institutions established to meet the needs of society and the individual. The schools should work in cooperation and harmony with other social institutions and aspects of community life.

Education is a continuous process--there is no end product. A citizen cognizant of his American heritage and instilled with a sense of responsibility and personal and community pride will continue to develop toward his full potential and aid his community toward continual improvement.

As based on the aforementioned beliefs the Bellevue Public School District should strive to achieve the following goals:

GOALS

°The schools should perpetuate the American heritage for positive growth and development of its young citizens. Each individual should be provided with experiences that will lead him to become a critical thinker and a contributing member of society.

°The schools should assist each individual to understand his role and responsibility as a member of a family, community, and society. Experiences should be provided to assist each individual to learn to interact and live with others in a positive manner.

°Each individual should acquire a command of the fundamental skills and processes as a result of his school experience.

°The schools should provide experiences that foster vocational preparation and the concept of the dignity of work.

To attain the above stated goals, active improvement of staff, facilities, and materials will be a continuous process.

Adopted May 5, 1969

EXHIBIT III

BELLEVUE PUBLIC SCHOOLS
Office of the Superintendent
September 9, 1971

THE ELEVEN COMMITMENTS

The commitments listed below are those which the Superintendent of Schools has made to further the objectives and goals of the district as expressed in the Philosophy of Education adopted by the Board of Education on May 5, 1969.

The commitments are also designed to further the instructional objectives and aims developed by the professional staff during the school years 1969-70 and 1970-71. The commitments represent areas upon which major emphasis is to be focused during the school year 1971-72. They are not meant to be an all-inclusive listing of activities.

Resources

- o Recruitment and Selection - Refine recruitment, selection and induction processes to insure that the highest quality of teachers are employed.
- o In-service Programs - Plan and develop programs of staff development which relate directly to the instructional objectives of the district.
- o Facilities - Perform a critical examination of the utilization of the existing facilities to be followed by recommendations for the future. Such examination and recommendations shall include (1) five year enrollment projections, (2) alternative methods of structuring the school day and/or the school year, (3) alternative organizational patterns and (4) building cost estimates.
- o Finances - The district must continue to seek a permanent solution to its financial problems at the state and federal level.

Process

- o Learning Environment - Continue efforts to provide a learning environment in which the ten key concepts of interpersonal regard, as listed in "Indicators of Quality", become the standard practice in the teacher-pupil relationship.

- o Individualized Instruction - The highest priority must be assigned to improving instruction and learning for each individual child. Particular emphasis is to be placed upon diagnosis, prescription and treatment, especially for those who appear to have a learning disability.
- o Evaluation - Continue to develop and refine the evaluative process to improve the accountability and decision-making function in order to provide for the best allocation of the district's resources.
- o Data Processing - Continue to increase utilization of computer services for storage, retrieval and computation of data.
- o Behavioral Objectives - Continue to develop and expand the stating of the expected behaviors of learners in measurable terms with particular emphasis upon the skills and content areas which more readily lend themselves to such measurement. For these areas, performance criteria should be developed and, to the extent practicable, reporting of pupil progress should be in terms of the criteria.
- o Communications - Continue to build a sound program of communication both within the school community and between the school community and the public.
- o Continue to refine the processes relating to student behavior with particular emphasis upon involving teachers, parents and pupils in maintaining standards of attendance, conduct, dress and grooming with the objective of developing within the pupil the understanding and acceptance that school as an agency of society has the obligation to place reasonable restrictions upon the actions of the individual.